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ABSTRACT

Ninth-grade students in Manitoba will gain a greater understanding of the society in which they live, their roles within that society, and the role of Canada within the world by completing these supplementary units of study. Topics and subtopics are: (1) Canada's Physical Environment--an overview of Canada, forces challenging Canada's survival as a nation; (2) Canadian Identity--who is a Canadian, the multicultural nature of the Canadian society; (3) Canadian Society--political, legal, and economic processes, technology; (4) Canada and the World--Canadian interdependence, relationship to the third world; and (5) Canada in the Future. Provided for each unit subtopic are objectives, teaching strategies, learning activities, and discussion questions. Students give class reports, plan and develop a "Canadian Identity" project, read and discuss excerpts from books, research the Canadian legal system, write letters and essays, and take field trips. An annotated listing of teacher and student print and nonprint resources for each unit is included. (RM)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE NINE

CANADIAN STUDIES

S ø 014 415

DEPARTMENT OF EDUCATION

PROVINCE OF MANITOBA

1982

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1982-83 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATION WILL NOT BE IN THE DESIGN OF THE PROGRAM. RATHER, CHANGES MAY BE MADE IN AREAS CONCERNING STRATEGIES, RESOURCE MATERIALS, AND IMPLEMENTATION.

ISBN 0-86497-090-0

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THE SOCIAL STUDIES PROGRAM

This outline for the grade nine social studies program is an interim guide that is available for use in the 1982-83 school year, and is subject to revision on the basis of information received from schools during that period. It is expected that modifications will not be made in the design of the program. Rather, changes may be made in areas concerning implementation, teaching strategies, and resource materials. Teachers are encouraged to forward suggestions for the improvement of this guide to the Manitoba Department of Education, Curriculum Development Branch, 409-1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3

Level I, II, III Documents

Curriculum guides are produced in three different formats, referred to as Level I, II, or III documents. In some subjects/courses, Levels I and II are combined into a single document (e.g., Mathematics K-6), while for others separate documents have been developed (e.g., Language Arts, Social Studies). The documents are defined as follows:

Level I: a Level I document serves to identify the minimum program expectations for a given subject or course and consists primarily of a rationale, statement of goals, teaching objectives, and expectations. These statements, approved by the Minister of Education, constitute provincial policy and the teaching of the objectives identified is mandatory.

Level II: a Level II document is composed of a support material which expands the program beyond the minimum expectations identified in Level I. This expansion involves the development of recommended additional support material and includes exemplary strategies or techniques but their use is not mandatory.

Level III: a Level III document provides a detailed instructional package that supports the implementation of a specific program and is normally developed where no suitable commercially produced material is available.

Status of This Guide

This guide is a Level II document. It should be used in conjunction with the Social Studies K-12 Level I document which contains the philosopy, rationale, goals and objectives of the overall program. Topic objectives for grade nine social studies will be contained in the Level I and Level II documents, and their teaching is required. Teaching strategies and learning activities, which parallel both topic objectives and focusing questions, are suggestions only and are intended to be used at the teacher's discretion. It is not intended that all the activities suggested be attempted. Teachers should select those activities they deem to be appropriate, or develop their own activities.

Individual Grade Guides

Individual grade guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies, Learning Activities and Questions

The overview statements that introduce each grade and its units are intended to outline the directions of the program. More specific focusing questions, with related objectives and teaching strategies, are included with each topic to guide inquiry.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Textbooks

Where basic textual materials have been approved for a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Adoption and Implementation

A clear distinction has been made between curriculum adoption--the formal introduction of the curriculum guide, initial purchase of materials, and orientation sessions, and curriculum implementation--a longer period of planned and active implementation characterized by measurable differences in classroom practices and student behaviour.

In order to provide as much flexibility as possible for schools/school divisions to introduce the new program, the following schedule of adoption has been set up for the introduction of the overall, revised K-12 Social Studies program:

	Adoption To Be Completed By
Social Studies K-9	1984-85 school year
Social Studies 10-11	1985-86 school year
Social Studies 12 (option)	1986-87 school year

A similar pattern has been established for English Language Arts. The final decision regarding the precise pattern of adoption, within the above framework, is a school division/district responsibility.

An overall implementation strategy should be expected to continue over a longer period, will vary from one curriculum area to another, and will need to be adapted to local requirements. It should serve, moreover, to marshall resources and focus in-service planning at school, divisional and Departmental levels.

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Recommended Time Allotment

The core objectives identified in curriculum guides constitute the basic provincial curriculum expectations for individual grades, subjects, and courses (Level I) and should serve as the principal guide to school administrators and teachers in the determination of appropriate time allotments. Because instructional arrangements and student needs vary, time allotments are presented by the Department of Education as recommendations, and the responsibility for applying them rests at the local level. The only exception is in grades 10-12 where a minimum amount of time is specified for the earning of a credit. All schools/school divisions are expected to ensure that sufficient time is allocated to provide for the adequate development of the objectives of individual programs.

The recommended weekly time allotment for social studies programs 7-9 is 175 minutes.

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CANADA TODAY: CANADIAN STUDIES

GRADE NINE OVERVIEW

This course is intended to help students gain a greater understanding of the society in which they live, their roles within that society, and the role of Canada within the world. The students are to examine "their compartment within the spaceship earth" in some detail. They will focus briefly on Canada's six physical regions and examine the forces which challenge Canada's survival as a nation. They will explore the question, "Who is a Canadian?" and examine the multicultural nature of Canadian society. Students will consider the political, legal and economic processes which affect Canadian society, as well as the implications of ever-changing technology on their ways of life. They will investigate the role of their country within the world--its interdependence, relationship and interaction--and speculate about the future of Canada and their role in it.

The study has been divided into the following units:

Unit I - Canada's Physical Environment (Suggested Time: 2 weeks)

Unit II - Canadian Identity (Suggested Time: 5 weeks)

Unit III - The Canadian Society (Suggested Time: 15 weeks)

Unit IV - Canada and the World (Suggested Time: 4 weeks)

Unit V - Canada in the Future (Suggested Time: 2 weeks)

The major purpose of the program is to help students explore and better understand the following ideas:

- Each geographic region of Canada is unique in certain geographic features.
- Canada is a country in which national unity cannot be taken for granted. Strong internal forces challenge its survival as a nation (i.e., size, population distribution, official bilingualism, geographical and cultural diversity), as well as strong external influences, especially from the United States.
- The migrations undertaken throughout history have caused tremendous cultural and ethnic interaction as well as conflict. Many of Canada's various cultural groups are experiencing a new sense of identity.
- Conflict between increasing needs and wants and limited resources is a basic human economic problem which creates the need for a decision-making system. In Canada, the political system is described as a parliamentary democracy. It is federally organized, with consequent federal-provincial tensions.

- In every group or society, regulations and laws govern the behaviour of individuals and reflect the basic values within that group or society. Also, society's traditional norms, values, and roles are under increasing challenge.

- Societies attempt to meet the needs and wants of individuals through various economic systems. Capitalism is the economic system in Canada, as well as in a number of other Western countries.

- Canada is an urban, industrial and technological society, although to varying degrees in different regions. At the same time, the country maintains a strong agricultural base.

- Technological change may or may not bring about a more desirable form of society. Canada is experiencing ecological concerns, exemplified by industrial pollution in some parts of the country and, generally, by the dilemma of the demand for energy versus the demand to preserve natural environments and to respect the rights of particular groups.

- Canada is an economically developed, middle power with various international aims, challenges and responsibilities.

Note: In some cases, specific resource material has been identified to provide supplementary information. See SUGGESTED LEARNING RESOURCES for complete bibliographical data.

UNIT I CANADA'S PHYSICAL ENVIRONMENT

UNIT I OVERVIEW

This unit will focus briefly on Canada's six physical regions, on the main human economic activities within each region and on the major forces challenging Canada's survival as a nation.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Overview of Canada

   - Where is Canada's location in the world?
   - What are the names of Canada's six main physical regions, their locations and boundaries, and their main physical characteristics?
   - What are the dominant economic activities of each region and the major factors influencing these activities?

2. Forces Challenging Canada's Survival as a Nation

   - What are some unifying forces evident in Canada?
   - What forces are challenging Canada's survival as a nation? Consider factors such as: size, regionalism, population distribution, transportation and communication, security, and the proximity to a powerful neighbour to the south.

TOPIC I: OVERVIEW OF CANADA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- describe Canada's location in the world.
- identify the location and the dominant physical characteristics of Canada's six main physical regions.
- describe significant characteristics which distinguish one region from another (landforms, climate, natural vegetation, resources).
- identify and locate the provinces, the provincial capitals, and major cities in each region.
- distinguish between the boundaries of the regions and the boundaries of provinces.
- outline the major economic activities of each region and the major factors influencing these activities.

Thinking and Research Skill Objectives. The students should be able to:

- locate Canada on a world outline map and identify the major land and water areas around it, using an atlas.
- outline Canada's six physical regions on a map of Canada and locate and identify major topographic features, using an atlas.

- interpret data from maps, atlases, books and newspapers regarding the physical regions.
- compare physical similiarities and differences among the physical regions.
- compare economic similiarities and differences among regions.

Attitude and Value Objectives. The students should be able to:

- discuss in which region they might like to live and give reasons why they would like to live there as opposed to another region.
- discuss how a region might affect a person's attitude to Canada as a whole.
- discuss concerns for the future of Canada's environment.
- discuss methods of protecting the physical environment.

Social Participation Objectives. The students should be able to:

- plan and carry out an activity designed to encourage an appreciation of Canada.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 1: Overview of Canada

- Where is Canada's location in the world?
- What are the names of Canada's six main physical regions, their locations and boundaries, and their main physical characteristics?
- What are the dominant economic activities of each region and the major factors influencing these activities?

Introduction

. Have students locate Canada on a world outline map.

- Where is Canada located within the world?
- Which country borders Canada on the South?
- Which is the closest neighbour to the North?
- How far is East Canada from Europe?
- How far is West Canada from Japan?...China?
- How great is Canada's distance from East to West?...from South to North?

. Have students examine an atlas to obtain specific data.

- What is the northern latitude of Canada?...southern latitude?... eastern longitude of Canada?...western?
- What are the six physical regions of Canada?
- Which are Canada's provinces?...capital cities?...major cities?

. Have students outline and identify Canada's six main physical regions on a map of Canada.

- Which region is the largest?...the smallest?
- What landform characterizes the region on the West Coast?
- Identify the boundaries of the Prairie region.
- Which provinces have all or part of their territory in the Appalachian region?
- Part of which region separates the Great Lakes Lowlands from the St. Lawrence Lowlands?

Development

. Have students research several sources (including maps and atlases) and complete a chart, similar to the following, comparing the six regions of Canada. (Chart should be considerably larger.)

CANADA'S SIX PHYSICAL REGIONS

Topics	1.	2.	3.	4.	5.	6.
1. Boundaries						
2. Includes which provinces or parts of provinces						
3. Major cities						
4. Major landforms						
5. Major climatic characteristics						
6. Major resources						
7. Major economic activities						
8. Unique characteristics						

Suggested Questions (to be answered from the chart and/or sources):

- What landscape feature forms the eastern boundary of the Western Cordillera?...western boundary of the Prairies?
- What is the southern-most latitude of the Canadian Shield?
- Which region is found in the most provinces or parts thereof?
- Which region includes Canada's two largest cities?
- Which regions have generally low relief?...very high relief?
- Which region(s) have abundant metallic mineral resources?...large amounts of gas and oil?...of forests?...excellent agricultural land?
- Which region has a moderate climate?...the coldest climate?...the most rainfall?...the least precipitation?

- Which region(s) has as a dominant economic activity: farming? ...mining metals?...fishing?...lumbering?...manufacturing? ...tourism?...mining gas and oil?

Conclusion

. Have individual or groups of students account for the major factors influencing a dominant economic activity of each region. (Discuss in class.)

Physical Regions of Canada	Major Economic Activity	Major Factors Influencing the Economic Activity Within the Region

- What are some dominant factors influencing the economic activities? How?
- Why do economic activities differ from one region to another?

TOPIC 2: FORCES CHALLENGING CANADA'S SURVIVAL AS A NATION

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. identify unifying forces within Canada.
. identify several significant forces which are challenging Canada to survive as a nation.
. identify challenges facing each region of Canada and recognize how these challenges are causing a strain within that region.

Thinking and Research Skill Objectives. The students should be able to:

. gather, interpret and evaluate data from books, visuals and a variety of maps which give information about those forces challenging Canada to survive as a nation.

Attitude and Value Objectives. The students should be able to:

. discuss and evaluate the differing views of forces which act or help to unify Canada.
. discuss the advantages and disadvantages of the challenges facing Canada to survive as a nation.

Social Participation Objectives. The students should be able to:

. prepare and plan interviews and discussions with people to find out about their opinions on some of the challenges facing Canada's survival as a nation.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Forces Challenging Canada's Survival as a Nation

- What are some unifying forces evident in Canada?
- What forces are challenging Canada's survival as a nation? Consider factors such as: size, regionalism, population distribution, transportation and communication, security, and the proximity to a powerful neighbour to the south.

Introduction

. Have students identify, examine, and discuss forces which have a unifying affect on Canada.

Some suggestions might be:

- National Anthem; coast-to-coast communication systems such as CBC (radio and television); coast-to-coast transportation systems (e.g., Trans Canada Highway, CPR, CNR); national magazines and books; national sporting events; Canadian celebrations; travelling throughout Canada; cultural centers; specific Federal policies; freedoms enjoyed by most Canadians; opportunities for economic well-being. (Students and teachers should be able to add to the above list.)

. Have students identify and discuss a number of challenges facing Canada's survival as a nation (size, climate, regionalism, population distribution, transportation distances, security, cultural diversity, etc.).

Development

Note: The possibility of the separation of Quebec, or of annexation by the United States, is a challenge to Canada.

. Have students role play various character reactions to these challenges. Use examples from pp. 2-17 in Canada Today (Prentice-Hall) or similar ones. Discuss these in class.

- What are the advantages/disadvantages of a Canada with or without Quebec?
- How is the artificial boundary between Canada and the U.S.A. an advantage?...a disadvantage?

. Have individual or groups of students explore regional disparity in Canada.

- What is regional disparity? What are signs of regional disparity?
- What are some reasons for regional disparity? Does it affect how people live?
- Are there ways in which regional disparity can be overcome (at least in part)? How?
- In which region would you prefer to live? Why?

. Have students prepare a graph or chart comparing statistical information from different regions (wages, unemployment, number of students who graduate from high school, number of doctors/10,000 population, migration, etc.).

. Issues and opinions such as the following are associated with regional disparity. Have students discuss one or more of these in groups and indicate the degree to which they agree or disagree with the statements. Each group reports to class.

- Canadians in all parts of Canada should have the same basic level of public services (roads, sewers, schools, hospitals, etc.).
- The income of Canadians should be distributed more equally among the different areas. The wealth from the "rich" areas should be distributed to the "poor" areas.
- The Federal government should do more to reduce the income differences within Canada.
- Low-income provinces have had the same opportunities to develop as the higher-income provinces. Therefore, low-income provinces should accept the responsibility for their position.
- People who live in a wealthy region of Canada should pay the same amount of income tax as people who live in a poor region of Canada, with the same amount of taxable income.
- People who live in one part of Canada, but are unemployed, should be expected to move to another part of Canada where jobs are available.
- The level of income is the only important measure of the "quality of life."
- Have students correspond with students in other regions of Canada.
- Have students correspond with provincial departments of tourism to obtain information about other physical regions.

. Have individual or groups of students research a challenge facing Canada and indicate how it affects Canada. Have representatives present these to the class. Discuss them.

. Have students write an entry into a history book printed in 2000 A.D. The entry is a brief account of "Canada Today" (meaning the year 2000).

- What are the major changes?

Conclusion

. Have individual or groups of students examine a region and report on future challenges of that region in terms of: settlement pattern changes, employment opportunities, resource development, climatic limitations, environment protection, linkage to other regions, contribution to other regions.

- Have students interview an individual who has lived in a different region.

  - How is this region different?...the same?
  - What adjustments did they have to make because of the move?
  - What were the reasons for moving?
  - What advantages does this region offer?...disadvantages?

UNIT II CANADIAN IDENTITY

UNIT II OVERVIEW

This unit encourages students to probe the concept of Canadian identity; i.e., who/what is a Canadian and what are the factors which influence this identity? Students will also examine the multicultural nature of the Canadian society.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Who is a Canadian?

   - What is the meaning of the expression, "I am a Canadian?" What makes Canadians a distinct or unique group of people?
   - What factors determine or influence an identity? How is the Canadian identity changing? Consider factors such as: cultural influence, government role, economy, entertainment.
   - What is the process by which an immigrant can become a Canadian citizen?

2. The Multicultural Nature of the Canadian Society

   - Why is Canada called a multicultural country? How has it become multicultural? Consider the role of immigration with related policies, issues and concerns.
   - What are the strengths of having a multicultural society?...country? What concerns face a society which is not prepared to accept a variety of cultures? Consider issues such as: prejudice, discrimination, segregation, etc.
   - What contributions have various ethnic groups made to enrich Canadian society?

TOPIC I: WHO IS A CANADIAN?

Knowledge Objectives. The students should be able to:

- identify the differing perceptions and/or characteristics of "Who/What is a Canadian."
- identify symbols, institutions, characteristics, etc. which are uniquely Canadian as opposed to American, Japanese, Chinese, etc.
- identify factors which determine, influence, and change an identity.
- outline the process by which an immigrant can obtain Canadian citizenship.

Thinking and Research Skill Objectives. The students should be able to:

- describe, through researching books, magazines, visuals, interviews, visitations, etc., those aspects in Canada which are identifiable as being uniquely Canadian.

. gather, interpret and evaluate data from books, visuals, newspapers, etc., which relate to the identity of a group of people, such as Canadians, Americans, Russians, etc.

Attitude and Value Objectives. The students should be able to:

. discuss the similarities and differences of a "Canadian identity" as compared to an "American," "British," or some other identity.
. discuss how different factors influence or change an identity.
. compare the advantages and disadvantages of an immigrant's becoming a citizen of Canada.

Social Participation Objectives. The students should be able to:

. plan and carry out an activity which identifies symbols, products, characteristics, institutions, etc., which are uniquely Canadian.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic I: Who is a Canadian?

- What is the meaning of the expression, "I am a Canadian?" What makes Canadians a distinct or unique group of people?
- What factors determine or influence an identity? How is the Canadian identity changing? Consider factors such as: cultural influence, government role, economy, entertainment.
- What is the process by which an immigrant can become a Canadian citizen?

Note: Suggested background material for this topic is in Canada Today (Prentice-Hall), 378ff.

Introduction

. Have students describe or explain what is meant by the term "I am a Canadian." (A variety of perceptions should be forthcoming.)

- Discuss the various perceptions identified by students.
- How is an identity developed? What factors determine an identity?
- Is there a difference in "being Canadian" as compared to "being American?"
- What aspects of our culture are truly Canadian?

- Ask students who have travelled to other countries to describe their reactions to being Canadians.
- Is there a "Canadian identity?" If so, what are the characteristics?

Development

. Have students list items, institutions, characteristics, which are uniquely Canadian.

Note: By having students visit department stores, grocery stores, specialty shops, etc., they should be able to identify "uniquely Canadian" items. Also, by having them think of institutions, inventions, personalities, various art forms, geographical features, etc., they should be able to derive a "uniquely Canadian" list.

- Discuss the lists developed by students.
- Can some generalizations be made?
- What "symbols" are understood to be Canadian?
- Who are some well-known Canadians in the fields of music, art, science, television, films, drama, writing, and politics?
- What are some well known Canadian institutions?...inventions? ...art forms?

. Have students identify factors which influence or change an identity.

- Examine television, radio, movies, music, magazines, books, sporting events, government policies, etc.
- Should controls be placed on any of the above, if they originate in another country? Why?
- What are the roles of organizations or institutions such as C.R.T.C., C.B.C., National Film Board, or the Canada Studies Foundation?

. Examine the process involved in an immigrant's becoming a citizen of Canada.

Note: The following free materials are available from the Court of Canadian Citizenship, 200-303 Main Street, Winnipeg, Manitoba, R3C 3G7 (Phone: 949-3792):

i. How to Become a Canadian Citizen

ii. Now That You Have Applied for Canadian Citizenship

iii. The Canadian Citizen

iv. A Look at Canada

- What does "Canadian Citizen" mean?
  (*Note:* From "How to Become a Canadian Citizen," Minister of Supply and Services Canada, 1982. Reprinted with permission.)

- A Canadian citizen is a person who has Canadian citizenship or nationality, whether by birth or as a result of a process of naturalization. A citizen of Canada has the following rights:
  . full political participation--only a Canadian citizen may vote and run for political office in federal and some provincial elections;
  . foreign travel and freedom of return--the privilege of travelling outside Canada on a Canadian passport and the right to re-enter Canada;
  . full economic rights--some public service, business and professional positions and some commercial enterprises may be held only by Canadians.

  As a new Canadian, all the rights of a citizen are yours.

- What is needed to become a Canadian citizen? (There are seven requirements.)

  (*Note:* From "How to Become a Canadian Citizen," Minister of Supply and Services Canada, 1982. Reprinted with permission.)

  (1) Legal Entry--you must have been lawfully admitted to Canada for permanent residence, i.e. as a landed immigrant.
  (2) Age--you must be 18 years of age or older to apply for yourself.
  (3) Residence--you must have lived in Canada for a total time of three years within the four years immediately before your application for citizenship. This means that absences from Canada are allowed, so long as your time in Canada adds up to three years, but only the four years up to the day you apply for citizenship are considered. Within that time, the period of residence is calculated as follows:
  . one half day for each day in Canada before the date of becoming a landed immigrant, and
  . one day for each day in Canada after the date of becoming a landed immigrant.
  (4) Freedom from Prohibitions--you cannot receive citizenship or take the oath of citizenship (i) if you are considered to be a risk to Canada's security, (ii) if you are under a deportation order, (iii) if you are on probation or parole, (iv) if you are in prison, or (v) if you have been convicted of an indictable offence within the past three years. Time spent in prison or on probation or parole does not count towards a period of residence.
  (5) Official Language--you must know either English or French, the official languages of Canada, well enough to make yourself understood in your community. Courses in English and French are available in many places from schools and community organizations.
  (6) Knowledge of Canada--you must have some knowledge of your rights and responsibilities as a Canadian citizen and of Canada's political system, geography and history. Information on these subjects is contained in "The Canadian Citizen" and "A look at Canada", the free instructional pamphlets which the Citizenship Court will give you.

(7) Oath of Citizenship--finally, you take and sign this Oath of Citizenship

"I {swear / affirm} that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, Her Heirs and Successors, according to law and that I will faithfully observe the laws of Canada and fulfil my duties as a Canadian citizen".

- How do you apply for Canadian citizenship (the conditions necessary for application)?
(*Note:* From "How to Become a Canadian Citizen," Minister of Supply and Services Canada, 1982. Reprinted with permission.)

(1) When to Apply--you may apply for Canadian citizenship at any time after you have been lawfully admitted to Canada for permanent residence and have lived in Canada for the required period of time.
(2) Who Applies--you must apply for citizenship yourself if you are 18 years of age or older.
(3) Application Form--application is made on a form provided by the Department of the Secretary of State for this purpose.
(4) Where to Apply--you apply for citizenship at the offices of a Citizenship Court.
(5) Documents and Fee--when you apply for citizenship, you must provide:
    (a) a birth certificate or other satisfactory proof of the date and place of your birth such as a passport;
    (b) satisfactory proof of the date of your lawful admission to Canada for permanent residence;
    (c) the required fee;
    (d) two photographs of yourself, black and white or colour.
(6) Completing the Application.
(7) Interview--you will be called to appear before a citizenship judge for a "hearing" or interview.
(8) Ceremony--if your application is approved, the Citizenship Court will notify you to come to a citizenship ceremony. Here you will affirm or swear the Oath of Citizenship.

Conclusion

. Have groups of students plan and develop a "Canadian Identity" project for display or presentation to the class.

Note: This could involve Canadian arts, sciences, institutions, products, inventions, fashions, customs, habits, entertainment, etc. However, it must be recognized as being Canadian.

TOPIC 2: THE MULTICULTURAL NATURE OF THE CANADIAN SOCIETY

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- define terms such as: culture, cultural groups, multiculture, multiculturalism, ethnic group.
- recognize that all people have roots in at least one ethnic group, that through these roots people inherit language, names, traditions and culture, and that even when people are transplanted, they retain the traditions, etc., derived from these roots.
- recognize the reasons for Canada's multicultural nature.
- identify the strengths of having a multicultural society and the concerns facing such a society.
- identify the contributions made by various ethnic groups to enrich a diverse Canadian society (political, economic, social and cultural).
- identify the main characteristics of the Federal government's multicultural policy.

Thinking and Research Skill Objectives. The students should be able to:

- research the reasons for Canada's multicultural nature.
- examine their own community for strengths and weaknesses associated with a multicultural society.
- develop critical skills for evaluating concepts such as stereotyping, prejudice, and discrimination.

Attitude and Value Objectives. The students should be able to:

- discuss advantages and disadvantages associated with a multicultural society.
- discuss and evaluate the federal government's multicultural policy.
- discuss local examples of prejudice and discrimination.
- demonstrate a greater understanding and appreciation of the points of view of ethnic and cultural groups other than their own.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which promotes a greater understanding of different cultural groups and their contributions to the Canadian society.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Suggested background resources for this topic include the following:

The People We Are: Canada's Multicultural Society (Gage).

Immigration and Multiculturalism: A Decade to Review (Ontario Ministry of Culture and Recreation).

Canada: Origins and Options - Immigration (Wiley).

Look Again: The Process of Prejudice and Discrimination and Teacher's Resource Book (ComCept Publishing Ltd.) (contain excellent information and activities that deal with the topics of prejudice and discrimination).

Topic 2: The Multicultural Nature of the Canadian Society

- Why is Canada called a multicultural country? How has it become multicultural? Consider the role of immigration with related policies, issues and concerns.
- What are the strengths of having a multicultural society?...country? What concerns face a society which is not prepared to accept a variety of cultures? Consider issues such as: prejudice, discrimination, segregation, etc.
- What contributions have various ethnic groups made to enrich Canadian society?

Introduction

. Have students examine the role that immigration has played in the development of Canada (see chart in Canada Today, p. 335).

- Define: migration, immigration, emigration, migrants, emigrants, immigrants.
- Why do people migrate?
  - Is it correct to say that every Canadian, including the Native peoples, are immigrants or descendants of emmigrants? Why?
- What would you expect some of the problems to be when people of different cultural groups come into contact through migration?
- What role has immigration played in Canada's past? When have there been major influxes of immigrants? Why?
- Have Canada's policies changed with regard to immigration during its history? How? Why?
- What is Canada's immigration policy today?
- Why have people migrated to Canada in particular?
- From which countries did most of Canada's early immigrants come? From which countries do they come today?
- From where have the immigrants in your area come? Why have they come? What problems have they encountered?
- What are some of the benefits of immigration?...concerns?
- Students can interview somone from the community, using a format similar to the following:

- From what country did your ancestors come?
- When did they come to Canada?
- Why did they come to Canada?
- Did they come singly or as a family?
- Where did they settle?
- What occupations did they follow?
- What hardships or adventures did they experience?
- How did they come to live here?

- How successful is your community in meeting the needs of immigrants?
- Do you think Canada is a good country for immigrants? Why?
- Canada has accepted refugees from several different countries during recent years. Give several examples of this. Do you agree with this policy? Why?
- What concerns face new immigrants in a society which is not prepared to accept a variety of ethnic groups into its community?
- What kind of immigration policy do you think Canada should have?

Development

Multiculturalism is a commitment to establish acceptance of all ethnic groups equally. It is a vehicle used by various ethnic groups as a means for fostering in society a respect for the uniqueness of their own heritage. In brief, the policy of multiculturalism seeks to ensure the cultural freedoms of all Canadians and to reduce discriminatory attitudes and cultural jealousies. While affirming that English and French are the official languages of Canada, the policy of multiculturalism declares that there is no official culture for Canada and that no single group takes precedence over another.

- House of Commons debate, October 8th, 1971.

. Have students examine multiculturalism.

- What is an ethnic group?
- What is culture?...multicultural?
- How is a multicultural society created?
- What concerns are expressed by Canadians about their cultural diversity? (Examine concepts such as discrimination, prejudice, segregation, etc.)
- Canada is said to be bilingual and multicultural. What does this mean?
- What is the present federal government's multicultural policy? Is this a good policy?
- What cultural features do ethnic groups want to preserve? (Compare different groups. Are there similarities?)
- Which features of your culture do you value? Which features can be associated with a large number of other ethnic groups?
- Do you identify yourself more as a Canadian or a "hyphenated" Canadian? Why?

- How well does Canada's multicultural society work? (Examine such things as interaction, relationships, changes, "fair treatment"--assimilation, segregation, integration.)
- Have students collect newspaper or magazine articles which deal with conflict issues arising between different ethnic groups. Discuss these.

Conclusion

. Have groups of students plan and develop a project which examines and illustrates the contributions that various ethnic groups have made to enrich Canadian society.

UNIT III THE CANADIAN SOCIETY

UNIT III OVERVIEW

This unit will enable students to develop a greater understanding of the Canadian society in which they live. Students will examine how they and their society are affected by the political process, the legal process, and the economic process. They will also explore the impact that ever-changing technology has had and continues to have on their society and way of life.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. The Political Process

   - What is government and why is there a need for it?
   - How does Canada's system of government work? What challenges face the political process of Canada?

2. The Legal Process

   - Why is there a need for laws and a legal system in our society?
   - How does Canada's legal system work? How can individuals or groups influence the making of laws?
   - What are the legal rights of individual members of our society? How are these rights guaranteed?

3. The Economic Process

   - Why is there a need for an economic system?
   - What is Canada's economic system? How does it work? What is the government's role? What challenges face Canada's economic process?
   - What role do labor unions play in the economic system?

4. Technology and Society

   - What is technology? What is its primary purpose?
   - How does technology change society? What are the implications?

TOPIC I: THE POLITICAL PROCESS

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. examine what government is, why there is a need for it, how it functions, and the increasing role played by government in society.
. recognize that many of the needs of Canadians differ from region to region, while other basic needs are shared by all Canadians.
. identify the three levels of government and their characteristics, and recognize the primary functions of each level.

- recognize the three branches of government (executive, legislative, judiciary) and describe the function of each.
- list the major political parties of the federal and provincial governments and their leaders.
- define terms such as: responsibilities, rights, democracy, majority, minority.
- name the people currently holding major positions of power in government.
- describe what a political party is and how it functions.
- describe the role of a citizen in a democratic society and in the election process.

Thinking and Research Skill Objectives. The students should be able to:

- relate the development of Canadian government to the British democratic system.
- research a variety of sources about the kind of government Canada has and the need, functions, and roles of the various levels of government.
- investigate how a political party operates, both during and between elections.

Attitude and Value Objectives. The students should be able to:

- discuss how government affects the daily lives of individuals.
- discuss the role that government should play in various aspects of society.
- evaluate the effectiveness of government involvement in various aspects of society.
- discuss the differences between the major political parties and evaluate the advantages and disadvantages of a multi-party system (allowing diverse political beliefs to exist within a society).
- discuss the advantages and disadvantages of active versus inactive citizen involvement in a democratic society and in the election process.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates one of the following:
  - how to join a political party;
  - involvement in a political campaign;
  - how to influence government;
  - how to contact elected government officials.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Suggested teacher resources for this topic are:

Government and You (McClelland and Stewart).

Canada's Century (McGraw Hill Ryerson Limited).

Topic I: The Political Process

- What is government and why is there a need for it?
- How does Canada's system of government work? What challenges face the political process of Canada?

Introduction

. Have students examine the need for organizing a society through government.

- Read the story "Bomb Shelter" in Canada Today or a similar story, and discuss how people within a closed system organize themselves to meet their basic needs.
- Why does a society need laws? Why must laws be enforced?

Development

. Have students examine the question, "What is government?"

- Ask students to formulate their own definition of government and then compare it to a number of dictionary definitions. (In its broadest sense, government includes all the systems of organized authority in our country.)
- Ask students to cite examples of different types of government (student councils, school boards, organizations, municipalities, provincial, federal, etc.).
- Have students discuss one or more of the following quotations. (Illustrate with examples, where possible.)
  - "...there is no human society known which does not have some way of forming a government."
  - "...how does government affect you?"
  - "...government can also make you do things you may not want to do."
  - "...most people agree on the need for government; however, they disagree on what kind of government is best."
- Have students examine the powers of various governments. Do governments ever have too much power?
- Why are leaders necessary in a society? What qualifications would you expect a modern leader to have?
- Of what importance is tradition in a society? Make a list of the traditions in our society that you think are valuable. How might tradition affect government?
- Examine some case studies that address the question, "What is government?"

Note: A number of interesting case studies which address the topic of "What is government?" are found in: Government and You (McClelland and Stewart).

- Discuss: "How much government do we need?" (Have students list examples of government involvement in people's lives--family allowance, unemployment insurance, medicare, public education, pension plans, road building, license granting, restrictions, issuing permits, issuing regulations, etc. Which of the services should be maintained?...reduced?...eliminated?)
- Over a specific period of time, have students collect articles from newspapers that deal with government, and have them share these with the class.
    - What are the important issues?
    - What views are being expressed?
    - What are your views or opinions on some of these issues? ...other student's views?

. Have students examine how government works.

- Examine the main functions of the three branches or powers (legislative, executive and judiciary) that are necessary or essential ingredients of a responsible government. (Consider governments such as student councils, organizations and school boards, as well as the municipal, provincial and federal.)
- Discuss the following principle of our democratic system of government "...that the government must be responsible to the people who elect it."
    - Why must governments not be given unlimited power once they are elected to office?
    - From where do democratic governments derive their powers? How is their power controlled? Examine what might happen if a particular government misuses its power.
    - How may individuals be informed about governments?
    - What is Hansard? (Have students examine Hansard and perhaps follow through a particular debate.)
    - What are pressure groups? Why are they necessary? Identify several pressure groups. (Examine newspapers and magazines for examples.)
    - What is 'the opposition' and its role in federal, provincial and some municipal governments?
    - Examine the process of decision-making in different governments.

- What is a constitution and what is its purpose? (Examine examples of various constitutions, including the Canadian constitution, and compare them.)
- Define terms associated with governments, such as: democracy, responsible, legislature, executive, judiciary, federal, political party, candidate, majority, minority, etc.

. Have students examine the three main levels of government in Canada; i.e., federal, provincial and municipal.
    - Why are there three levels of government in Canada?
    - Briefly examine the structure of the federal government and the role of each major part. (Perhaps a flow chart could be developed.)

- Develop a chart that compares the similarities and differences between the Canadian federal system and the British system of government.
- Examine the following characteristics associated with Canada's present form of government; i.e., constitutional, monarchy, parliamentary democracy, federalist, representative.
    - What advantages does this form of government present?
    - What concerns are presented by this form of government?
- Examine the federal government under headings such as: governor-general, prime minister and cabinet, members of parliament, House of Commons, election, civil service, passing a bill. (A mock parliament is a useful approach to make this concept of government more realistic.)
- What major responsibilities does the federal government have?
- From where and how does the federal government get the money to carry out its responsibilities?
- Should the federal government continue to increase its services? Why? What are the implications?
- Provincial and municipal governments resemble the federal government in basic structure. How?
- What major responsibilities do the provincial and municipal governments have? How are these determined?
- From where and how do the provincial and municipal governments get the money to carry out their responsibilities?
    - Should the provincial or municipal governments increase their services? Why? What are the implications?
    - In which areas are there sometimes conflicts between the federal and provincial governments?
    - Have students examine newspaper articles that deal with discussions and conflicts between the provincial and federal governments and discuss aspects of these in class.
- Examine areas where there is cooperation between federal and provincial governments...between provincial and municipal governments. (If possible, use examples from newspapers.)
- What are political parties? What are their roles? How can one become a member? What is a party platform?
- Have students stage a mock election or closely follow a federal, provincial or municipal election.
- Invite members of the legislature or their campaign managers to visit the classroom and share with the students the process of government.
- What is a public opinion poll? What value might it have?

Conclusion

. Have students examine the role of a citizen in a democratic society.

- Discuss the quotation: "Democratic government requires the active involvement of citizens."
- What obligation does a citizen in a democratic society have towards ensuring that government functions effectively? How can citizens influence government decisions? What are interest or pressure groups?

- Examine the significance of "the right to vote." Who has this right? Who does not?
- Discuss the quotation: "Democracies exist because minorities accept or tolerate majority rule."
- Encourage students to attend a meeting of the local school board, town or city council, or legislative assembly. Have students share their experience with the class.
- If an election campaign is currently underway, encourage students to visit the campaign committee rooms to examine and report on the process.
- During an actual election campaign, students should be encouraged to keep a newspaper scrap-book of major events. (This could also be done as a group activity.)
- Have students write letters to their elected representative concerning a current issue. (Discuss the replies in class.)
- Examine the role of media in the government process. Use specific examples.

Additional Activities (Optional):

. Have students interview someone who has lived under a fascist or a Communist regime and share the interview with the class.

. Have students prepare and explain maps of Manitoba showing the federal and provincial ridings.

. Have students present the views of the major political parties on similar topics.

- Examine literature distributed during an election campaign, especially by candidates from different political parties. What observations can be made?

. Have students list and priorize major issues facing Canada and, therefore, the governments.

. Have students compare and contrast the Canadian and American systems of government (a debate, report, etc.).

. Have students research the development of political parties such as the Progressives and the Social Credit in Western Canada, and relate their findings to the emergence of the Western Canada concept.

. Have students debate the merits of an appointed Senate versus an elected Upper House.

. Have students investigate the process involved when an M.P. or M.L.A. makes a decision to support or oppose a particular piece of legislation.

. Encourage students to collect and interpret political cartoons.

. Encourage students to watch and listen to "Question Period" on television (federal and provincial). Have students report their observations.

TOPIC 2: THE LEGAL PROCESS

TOPIC OBJECTIVES

Knowledge Objectives: The students should be able to:

- identify what law is and state why there is a need for laws.
- identify the origin of our laws and our legal system.
- identify what constitutes our legal system.
- recognize the main parts of our legal system and identify the function of each part.
- recognize the importance of justice and due process in our legal system.
- identify the main purpose of human rights legislation.
- recognize individual human rights and responsibilities as outlined in the Canadian Bill of Rights (1960) and the Charter of Rights (1982).
- outline the procedure to follow when human rights are being denied.
- identify the significant differences between criminal law and civil law as well as between criminal courts and civil courts.
- recognize the role of the police in the Canadian legal system.
- recognize the purpose of our penal system.
- identify ways in which individuals or groups of individuals can influence the changing of a law or the initiating of a new law.

Thinking and Research Skill Objectives. The students should be able to:

- research and give evidence on how the Canadian legal system has been influenced by both the British and American systems.
- compare the Canadian Bill of Rights (1960) with the Charter of Rights (1982).
- research and explain how our legal system ensures justice for Canadians through a built-in system of checks on the powers of each part.

Attitude and Value Objectives. The students should be able to:

- share their feelings about the effect laws have on the daily lives of individuals.
- explain why an understanding of our laws, legal system, and legal rights is important.
- demonstrate an awareness for the need to respect the human rights of others.
- discuss the value of having human rights guaranteed by law without denying the human rights of others.
- recognize the value of a just legal system in a society.
- examine their own attitudes and the current attitudes of Canadians regarding:
  - present methods of punishing convicted criminals;
  - rights of minorities such as the handicapped, etc.;
  - discriminatory regulations, rules, and laws;
  - the relationship between a crime and its punishment.
- evaluate the effectiveness of individuals or groups in changing or initiating a law.
- evaluate the differing attitudes and perceptions that various ethnic groups have toward a similar law.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which demonstrates the procedure to follow when one becomes involved in a criminal or civil case.
- plan and carry out a group strategy (plan of action) which is aimed at influencing a change in a particular rule or law.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: The Legal Process

- Why is there a need for laws and a legal system in our society?
- How does Canada's legal system work? How can individuals or groups influence the making of laws?
- What are the legal rights of individual members of our society? How are these rights guaranteed?

Introduction

- Have students give their own definition of what law is. Compare these definitions with a dictionary or other authoritative sources. (Explain to students that laws have been developed in response to the perceived needs of a society.)
  - How is a law different from a rule?
  - What is the function of law?
  - Why is there a need for laws?...for rules?
  - Could society function without laws?...rules? Why?
  - How can an individual or a group influence the changing of a law or initiating a law?
  - How is law associated with restricted behaviour? Give examples.
  - How is law associated with freedom?
  - List some decisions made by politicians with which you agree and disagree.
  - Name some people or groups of people who require special protection under the law. State why.
  - How does law serve as a guideline for everyday living?
  - Explain the statement that Canada is governed by "rule of law."

Development

- Have students examine the origin of Canadian law.

- From where does much of Canadian law originate?
- What factors influence the content of a law?
- What is the relationship between law and the "values of individuals or society?"
- What happens when there is a conflict between law and values? Give examples.
- What role can media play in influencing law?

. Have students examine the Canadian legal system.

- Why is a legal system necessary?
- What are the main parts of the Canadian legal system?
    - What are the main functions of each part of the legal system?
    - Is one part more important than another? Why?
- What are three types of police forces in Canada?
    - How do their functions differ?
    - Would you like to be a police officer? Why?
    - What steps must be taken by a police officer when making an arrest? Why is this process important?
    - What role should police forces play in terms of crime prevention?
- Distinguish between Canada's two main types of law; i.e., criminal law and civil law.
- Distinguish between Canada's two main types of courts; i.e., criminal courts and civil courts.
- Criminal Courts:
    - What three main questions must be answered in any criminal court case?
    - How is an indictable offence different from a summary offence?
    - By means of the "Allan Littlewood" story in Canada Today, or a similar story, have students examine the process of a criminal court case.
    - What is the primary function of the Supreme Court of Canada?
- Civil Courts:
    - Identify the different civil courts and describe the type of cases heard in each.
    - Have students examine the process involved in a civil court case. (Have students bring newspaper clippings about cases being tried in courts. What class of crime is the offence? Why is it being tried in a particular court?)
- Distinguish between the two levels of prisons in Canada.
    - Examine the three main purposes of the prison system.
    - Examine the various ways in which offenders may be punished.
    - What is the purpose of parole? What factors determine the granting of parole? What are the advantages and disadvantages of granting parole?

. Have students examine the concept of legal human rights and responsibilities.

Note: The following free materials are available from:

Manitoba Human Rights Commission, Room 200 - 323 Portage Avenue,
Winnipeg, Manitoba R3B 2C1 Phone: 944-3007 or 944-3008

i. Manitoba Human Rights Act.
ii. Human Rights Brochure.
(Gives an outline of how the Commission functions, jurisdiction, how an individual can file a complaint, what happens when a complaint is filed, how a complaint is investigated, role of Commission during the investigation.)
iii. Other Pamphlets:
- Sexual Harassment Brochure. (Advises public of procedure to follow when sexual harassment at the workplace is a concern.)
- Human Rights Annual Report. (Gives case examples.)
- Guidelines for Pre-Employment Inquiries. (Informs people about the kinds of questions that should not be asked under the Human Rights Act in pre-employment interviews.)
- Guideline Employment Advertising. (Designed to screen discriminatory advertising.)
- Guideline Housing. (Designed to advise people of their rights regarding accommodation under the Act.)
- Confronting the Stereotypes. (Handbook on bias in school literature.)
- Out from the Shadows. (Bibliography of the history of women in Manitoba.)
iv. Films:
- A Different Approach. (Films on physically handicapped.)
- An Eye of the Storm. (Film on prejudice.)
- Bill Cosby on Prejudice. (Film on racial prejudice.)
v. Other Services:
- Speaking engagements in schools.
- Library (articles, magazines, etc. on human rights.)
- Audio-visual materials. (Can be borrowed.)

The following free materials are available from:
Canadian Human Rights Commission, 1804 - 275 Portage Avenue
Winnipeg, Manitoba, R3B 2B3 Phone: 949-2149

i. The Canadian Human Rights Act.
ii. How to File a Complaint with the Canadian Human Rights Commission.
iii. What to do when a Complaint is Filed Against You with the Canadian Human Rights Commission.
iv. Annual Report.
(Reviews activities of that year.)
v. Series of "Think Rights" pamphlets.
- Discrimination based on marital status is prohibited.
- Discrimination based on a conviction for which a pardon has been granted is prohibited.
- Discrimination based on national or ethnic origin is prohibited.
- Discrimination based on age is prohibited.
- Discrimination based on religion is prohibited.

- Discrimination based on physical handicap is prohibited.
- Discrimination based on sex is prohibited.
- Discrimination based on race or colour is prohibited.
- It is prohibited to pay different wages to men and women who do work of equal value.

vi. Slide Tapes on:
- Systematic discrimination.
- Special programs.
- Human rights.
- Equal pay for work of equal value.
- Employability.

- What is meant by human rights?...responsibilities?...freedoms?
- Have students list those legal rights which they are aware that they have.
- What legal human rights are outlined in the Canadian Bill of Rights (1960)?...the Charter of Rights (1982)?
  - How is the Charter of Rights different from the Bill of Rights? (Charter - part of constitution; Bill - an act of parliament. Therefore, the charter is a much stronger statement.)
  - Under what conditions can the government suspend ordinary legal rights of Canadians? Give examples. (Emergency situations - War Measures Act.)
- What is the purpose of the Manitoba Human Rights Commission?... Canadian Human Rights Commission?
- What is the main purpose of human rights legislation?
- What procedure is open to an individual when human rights are being denied?
- Why is it important that human rights be guaranteed by law?
- Why should an individual respect the rights of other individuals?
- Have the rights of all people in Manitoba been protected?
- Examine case studies where human rights have been denied.

Conclusion

. Have students examine the process of how individuals or groups of individuals can influence the changing of a law or the initiating of a new law.

- Have students examine why letters are written to editors of newspapers or magazines. Then students can write a letter on a controversial issue to a paper or magazine expressing their opinion on that subject (using the characteristics of "good letter-writing").
- Encourage students to attend a governmental law-making body (school board, community council, municipal council, city council, legislative assembly) and report on the process of law-making. (Perhaps, students could interview a member about important laws that have been passed by that body.) Have students report and share their findings.

- Have students examine a special interest group and briefly report how it influenced law-making.
    - Who does this special interest group represent?
    - How does the group attempt to influence government?
    - How successful is the group? (What laws have been introduced, revised, or dropped because of their political action?)
    - What values do they apparently represent?
    - Do you think an organized group of people would have more influence on government than one person? Why?
- Have students examine the role of the media in terms of the law-making process.
    - How can media influence the process of law-making?
    - Have students collect items from any of the media which illustrate its role in the law-making process. Discuss these in class.
- Have students examine other ways in which an individual or a group can influence the law-making process. Examples:
    - writing letters to elected representatives
    - petitions
    - peaceful demonstrations
    - making representation to a decision-making body
    - campaign

Additional Activities (Optional):

. Examine the rehabilitation methods of Canada's penal system and the work of organizations which assist released prisoners to return to society.

. Examine the issue of capital punishment and research the "pressure groups" opposed to capital punishment and those favouring capital punishment.

. Invite a judge or other qualified person to class to discuss issues such as plea bargaining, parole, granting of bail, deterrence, punishment, restitution, rehabilitation.

. Debate the concern that is often raised that there is a law for the "rich" and a law for the "poor."

. Have students prepare a report on Aboriginal rights. To what extent have these rights been upheld in Canada? Have students share their findings.

. Plan student visits to a law court building (Winnipeg's Safety Building, etc.) to observe the process of "law in action." Share observations in class.

. Have students examine "a day in the life of _____"(student's name) to show how most things they do are in some way affected or influenced by the law. (Aspects which could be considered are: legal name, warranties on items used, building codes, ingredients in foods, parental obligations, law regarding school attendance, services supplied by government, traffic regulations, etc.)

. Invite the mayor or one of the councillors to talk to the students about the responsibilities and concerns of municipal governments.

. Have students collect newspaper items which are related to law (federal, provincial, or municipal jurisdiction). Have students report to class on their findings or interpretations.

. Have students research how non-democratic governments restrict basic human rights to their citizens (illustrate with specific examples).

. Have students research topics such as the following, and then prepare a presentation with recommendations to appropriate authorities in the community.
  - vandalism and delinquent behaviour in the community
  - crime prevention in the community
  - use of drugs in our society
  - security in the community
  - violence on television

TOPIC 3: THE ECONOMIC PROCESS

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize the need for an economic system in our society.
. recognize that the fundamental economic problem facing any country, or the spaceship earth as a whole, is somewhat similar to that of an individual family.
. recognize that the economy affects all people in many ways.
. identify key or significant components of Canada's economic system.
. identify factors which influence the well-being of Canada's economic system.
. recognize the government's role in our economic system.
. recognize the role of labour unions in our economic system.
. recognize the impact of foreign countries on the Canadian economic system.

Thinking and Research Skill Objectives. The students should be able to:

. research a variety of sources and describe the main features of the economic system of Canada.
. gather data and distinguish among a "free enterprise economy," "government planned economy" and a "mixed economy."
. research and explain the role that labour unions have played in Canada's economic system.
. read newspapers, magazines, etc., and identify current economic issues that concern Canada and Canadians.
. interpret graphs and statistical information on Canada's economy.

Attitude and Value Objectives. The students should be able to:

- identify and discuss the advantages and disadvantages of an economic system based on "free enterprise" as opposed to "government control."
- identify and discuss advantages and disadvantages of Canada's mixed economic system.
- identify and justify the services that should and should not be offered by governments.
- identify and discuss the advantages and disadvantages of the role that labour unions play in our economic system.
- demonstrate an awareness of foreign influence on the Canadian economy and discuss the advantages and disadvantages of this influence.

Social Participation Objectives. The students should be able to:

- plan and carry out a group activity which illustrates one of the following:
  - ways in which government helps the Canadian economic system;
  - how the economic system affects Canadians on a day-to-day basis;
  - how Canada's economic system is influenced by other countries.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

TOPIC 3: The Economic Process

- Why is there a need for an economic system?
- What is Canada's economic system? How does it work? What is the government's role? What challenges face Canada's economic process?
- What role do labour unions play in the economic system?

Note: Resources: (i) Canada Today (Unit Two, Chapter 2; Unit Four, Chapter 1).

(ii) Canadians and their Economy: Today, Yesterday and Tomorrow (Lighthouse Publications). Booklet.

This book, Canadians and Their Economy: Today, Yesterday and Tomorrow, is intended to serve as a general introduction to the Canadian economy and its impact on the lifestyles of Canadians. It is intended for use by teachers at the junior high school level seeking to introduce the study of Canada's economy into their social studies cur-

riculum. While the book is intended as background reading for teachers it is possible, depending on the grade level being taught and the reading/comprehension level of the students involved, that all or part of the book might also prove useful for direct student consumption. (Quoted from p.67.)

(iii) Canada's Economy: An Activity Approach. Publication Sales (Ontario Institute for Studies in Education). Teacher's Guide is also available.

(iv) Made in Canada: Economics for Canadians (Oxford University Press).

Introduction

. Have students examine the need for an economic system in a society.

- Have students give their own definitions of "economics," and "economy." Compare their definitions with authoritative sources.
- What is the main function of an economic system in a society? Illustrate with examples.
- How does the economy or the economic system affect the daily lives of individuals?
- How does an individual affect the economy on a day-to-day basis?
    - To enable students to realize the great number of goods and services they use daily, have them make a list of all those things they have used since they woke up this morning. Beside each one, have them indicate whether it is a good or a service. (Have students share these lists with each other. Some lists may be very lengthy. Breakfast, for example, might include a large number of things from the table to the food eaten.)
- Can you identify some key components of an economic system?
- Can you identify different types of economics or economic systems? Illustrate with examples.
- What kinds of factors influence the economy or economic system of societies?
- What should a "good" economic system do for an individual of a society?...for a society in general?
- What is the function of "the market" in an economic system?
- We are all consumers. What factors influence what we purchase as consumers? (Consider advertising, fashion, income level, etc.)
    - What is consumer protection? Can you cite examples of consumer protection?
- What do the terms, inflation, recession and depression, mean with regard to an economic system? How might an individual be affected by each?

Development

. Have students examine the Canadian economic system.

- What is the basic function of the Canadian economic system?
    - Have students record examples of individual economic activities and examples of government economic activities.
    - Have students list a number of items which they would like to own. Why can they not own all the items listed? (Discuss wants and needs vs ability to own.)
    - Assume each student has received x number of dollars (not enough to cover items listed). How will you decide what to buy?
    - Generally, when individuals make an economic decision, the process involves the following steps (unless money is no obstacle):

        i. identify the problem
        ii. list the possible alternatives
        iii. evaluate all desirable effects achieved by the alternatives
        iv. make decision

        (Apply the above to an economic decision you have made).

    - What does the expression "keeping up with the Joneses" mean? How does this relate to the economic system?
    - How is "economics" related to making decisions?
    - Why might you decide to work? What is the relationship between work and economics?...between work and money?

- Generally, how does the Canadian economic system attempt to fulfil its basic function?
- Have students prepare a shopping list of specific items (brand and quantity). Then, have them compare the prices of these selected items in different stores over a period of time (3 weeks). Report findings to the class. Discuss.
- In what ways does the Canadian economic system affect the students' day-to-day life? (Illustrate with specific examples.) In what ways does the student affect the economic system on a day-to-day basis? (Illustrate with specific examples.)
- What are some of the main components of the Canadian economic system?
- Identify and briefly describe factors which can influence the well-being of Canada's economic system.
- Many changes in the economic life of a community are reported in newspapers and magazines. Have students collect such articles and share some of the highlights in class.
    - Suggest students look for: photos, cartoons, editorials, comic strips, letters, articles, advertisements, etc.
    - Topics to look for should include: unemployment, taxation, government spending, labour unions, strikes, rising prices, wages, job opportunities, etc.
- Distinguish between "goods" and "services."
- What is the relationship between the economy and natural resources?
- What role is played by government in the economic system in Canada? How has the role changed? Why? (Have students list all the

government services that they or their family have used or are using.)

- Economists, government, and the public are continuously debating whether there is too much government interference in the economy. What do you think?

- What characteristics can be ascribed to each of the following:
  i. free enterprise economy;
  ii. government planned economy;
  iii. mixed economy?
- Which of the above economic systems most closely describes Canada's system? Why?
- If you were in a position where you could directly influence the economic system, which of the three economic systems would you promote? Why?
- From where do governments obtain the money to pay for the services provided? (Discuss and develop.)
- What are some challenges facing the economic system in Canada?

. Have students examine the relationship between labour unions and the economic system.

Note: Suggested background resources are: i) Labour in Canada (Grolier Limited).

There is also a chapter on Labour Unions in ii) Made in Canada: Economics for Canadians, Chapter 8, "Labour Unions", (Oxford University Press).

The Canadian Foundation for Economic Education (252 Bloor Street West, Toronto M5S 1V5) has published two pamphlets:

i) Understanding Canadian Labour Unions, 1980, 28 pp.

ii) Understanding Canadian Labour Unions: Suggestions for Classroom Use, 14 pp. (This includes questions, projects, simulations, bibliography and a list of publications related to the economy.)

- What are labour unions? What is their primary purpose?
  - Briefly examine how unions function.
- Why did labour organize?
- What is a union local?...a national union?...an international union? Why have unions organized in this way?
- Research and identify some of the changes that labour unions have brought about which have benefited workers.
- Each of the following terms implies a process in reaching a decision between unions and their employees:
  i. collective bargaining (negotiation);
  ii. mediation or conciliation;
  iii. arbitration;
  iv. strike.
  - Briefly explain each of the above processes. When and why are each used?
  - Should all groups of workers have the right to strike? Why?

- is a strike a good way of achieving an objective? Why?
- What alternatives do workers have to achieve their objectives, if they do not have the right to strike? (One alternative is work-to-rule.)

- What is a lock-out? Should all employers have the right to "lock-out" their employees? Why?
- Generally speaking, do you think that labour unions are good for the worker? Why? For society? Why?
- How do labour unions affect the economic system in Canada?

Conclusion

. Have students examine how Canada's economic system is influenced by other countries.

Note: Canada Today, from p. 342ff, deals with some aspects of this topic.

- Explore the economic relationship between Canada and the United States.
  - What is the value of trade between Canada and the United States?
  - Research how much of the industry in Canada is owned or controlled by foreigners. How much of this is American-owned?
  - Which industries or businesses in your community are American-owned? Do you see this as an advantage?...a disadvantage?
  - What is meant by the term "foreign investment"? How does foreign investment affect Canada's economy?
  - How did the American influence develop in Canada? Why do some people favour it? Why do others not favour it?
  - What is a protective tariff? Why was it introduced What is the effect of a protective tariff between Canada and the United States?
  - There has been a move on the part of Canadians to place greater controls on the American influence on Canada's economy. Why? What might be the advantages?...disadvantages?
  - What is meant by a "branch plant economy?" How does this apply to Canada? Do you favour a "branch plant economy?" Why?
  - What do economic nationalists promote? Do you agree/disagree with their views? Why?
  - What steps have been taken to control foreign ownership? Should further steps be taken?
  - Examine the concept of free trade between Canada and the United States (continentalism) through the issues raised in the three case studies found in Canada Today, p. 362ff.
  - Would you classify yourself as a continentalist? Why?
  - Canada and the United States have several "economic agreements" with each other. Research and identify several of these agreements and indicate why you agree or disagree with them.

- Explore the influence that other countries have on Canada's economic system.
    - Why has the concern about foreign investment from other countries not been as great a concern as that about American investment?
    - Briefly research the economic relationship that Canada has with countries such as Britain, Japan, USSR, China, Germany, Venezuela, etc.
    - List items which are available on a day-to-day basis which come from a foreign country. This could be done in chart form.

IMPORTED ITEMS					
Japan	Britain	Germany	USSR	China Hong Kong	Mainland China

- Do you agree/disagree that Canada should import the above items? Why? How do these imports affect Canada's economic system?
- Do you think that foreign ownership can affect Canadian identity? Why?

Note: Unit IV addresses the topic of foreign trade.

Additional Activities (Optional):

. Examine the similarities and differences between the economics of Canada and the Soviet Union, with reference to who makes decisions about the following three major questions.

i. What are we going to produce?
ii. How is it going to be produced?
iii. Who receives how much?

. Research the meaning of terms used with reference to labour unions, such as: wildcat strike, sweated labour, blacklist, scab, feather-bedding, stoolie, lock-out, collective bargaining, negotiation, arbitration, contract, agreement, union local.

- Research the meaning of terms used with reference to economic systems, such as: inflation, recession, depression, budget, cost of living, unemployment insurance, minimum wage, marketing boards, bankrupt, taxpayer, etc.

- Research examples of industries importing immigrants as workers. What are the implications for the workers imported?...for the workers already working in these industries?...for their employers?...for society in general?

- Research a topic such as: "Foreign Investment in Canada," "Foreign-Owned Companies in Canada," "Canada--the 51st state of the United States."

- Examine specific advertisements (radio, T.V., newspaper or magazine) and evaluate the advertising claim (these could be recorded or cut out). Consider factors such as: amount of factual information, ability to test the validity of the claims made, stated comparisons with other products, exaggeration, repetition of slogan or brand name, personal response, etc.

TOPIC 4: TECHNOLOGY AND SOCIETY

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- recognize what technology is.
- identify the primary purpose of technology.
- recognize how technology changes society.
- identify implications of technological change in the workplace and outside the workplace.

Thinking and Research Skill Objectives. The students should be able to:

- research various sources and describe the technological changes that have occurred over time in a specific sector, such as transportation, communication, industry, etc.
- summarize technology's impact on individuals and on society.

Attitude and Value Objectives. The students should be able to:

- distinguish between the "benefits" and the "losses" to a society, from a specific technology.
- discuss how technology has influenced the value of work.

Social Participation Objectives. The students should be able to:

- organize a group visit to a business in their community to examine how it functions and share this with the class.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: Recommended resources are:

i) The Technology Connection (CommCept Publishing Ltd.).

Teacher Resources:

ii) People, Technology and Change (McGraw-Hill Ryerson, Ltd.).

iii) Technology and Change: The Crises in Canadian Education (McClelland and Stewart Limited).

Topic 4: Technology and Society
- What is technology? What is its primary purpose? - How does technology change society? What are the implications?

Introduction

. Have students examine the concept of change.

- Have students list changes that they have observed, read or heard about, or experienced during their life time.
- Which changes would you consider to be good changes?...bad changes?
- Which changes have had a major impact? Why?
- Which changes have been rapid?...slow?

Development

. Have students examine technology as one of the greatest causes of change.

- Have students explain (in their own words) what they believe technology to be.
- Compare their explanations with definitions from authoritative sources.

Note: In general, technology is a process of change which creates new ways of doing things. This means looking at tools, equipment and the ways of using them. It means examining the organization of people and machinery, which includes systems of manufacturing, transportation, buying and selling, the ways in which people do their jobs, and the knowledge and skills which make all these possible.

- Have students fill out a chart similar to the following and discuss the changes in class.

Item	Changes over 350 years Identify and give brief description	
	Prior to 1700	Present
1. Transportation - short distance (under 10 km) - long distance (over 1000 km) - moving bulk - fastest means of transportation		
2. Communication - short distance (under 10 km) - long distance (over 1000 km)		
3. Weapons (most sophisticated)		
4. Add Own Items		

This chart could be used to develop the concept of the Industrial Revolution which occurred after 1750. (Review from grade 8.)

- What five inventions do you think have had the greatest effect on the way you live? Why?
- How do you describe which is a "good" invention?...a necessary invention?

. Have students explore why people use technology.

- Distinguish between needs and wants. Is there always agreement about what is a need and what is a want?
- What impact do people have on technology in their search for easier, faster and better ways of doing things?
- How can new technology create new needs and wants?
- Examine how people satisfy their needs and wants.
    - How do our values affect our needs and wants? Give examples of how values differ and of how needs and wants differ.

. Have students examine how technology has changed the way in which people work.

- Have students give examples of how work has been changed by technology.
    - Why must work be organized? Illustrate with examples.
- Discuss terms such as: industrialization, mechanization, automation, specialization, computers.

TYPE OF WORK	SIGNIFICANT CHANGES BROUGHT ABOUT BY TECHNOLOGY Past ⟶ Present
Farm Worker	
Factory Worker	
Office Worker	
Choose Another Type of Work	

- Examine technology's impact on the value of work.
    - Identify the types of work you would and would not like to do. Why?
    - Why do you value some work more than other work?
    - What impact has technology had on work? Illustrate with examples. (Consider leisure time, mobility, higher standard of living, social independency, etc.)
    - How is work different today from 100 years ago? What are the implications?
    - Which jobs were not available 20 years ago?...50 years ago? How does the variety of jobs today compare with that of years ago?
    - Compare the work of a craftsperson (pre-industrial revolution) with that of a factory worker during the industrial revolution and with that of a factory worker of today.
    - Examine a business in your community to find out how it functions. Share your observations with the class.
    - Read stories such as John Adam's "Why I Hate Mondays" and Martin Palmer's "All Systems Go", in The Technology Connection (CommCept Publishing), p. 42ff, and have students examine the jobs described under the headings indicated on p. 47.

. Have students examine the impact of technology on society.

- What factors cause a new technology to be introduced?
- How may a new technology be beneficial to a sector of society

and harmful to another? Illustrate with specific examples.
--Do you consider yourself an advocate of technology or a critic? Briefly explain.
- How can technology increase the pressure to survive within the spaceship earth?
- In what ways has technology been beneficial to Canada?...harmful to Canada?

Conclusion

. In The Technology Connection, four case studies deal with technology:

i) Wheeling and Dealing: Technology and the Car
ii) The Apple of our Eye: Technology and the Okanagan Orchards
iii) A Fish-Story: The Grand Bank Fishery
iv) A Maze of Information: Technology and the Media

These case studies include a number of student activities.

- Have students examine one of the above case studies and follow through with some of the suggested activities.

UNIT IV CANADA AND THE WORLD

UNIT IV OVERVIEW

This unit will enable students to develop a greater understanding of Canada's interaction with and dependence on other countries. Students are to examine Canada's interdependence, its role and involvement in major organizations of the world, and the relationship to the Second and Third Worlds.

UNIT IV TOPICS AND FOCUSING QUESTIONS

1. Interdependence of Canada

   - How is Canada interdependent in terms of world trade? How does this affect society?
   - What is the 370 km offshore zone? What are the implications for Canada?
   - What is Canada's role and involvement with: The United Nations, NATO, NORAD, the Commonwealth?
   - What role does Canada play in "keeping peace in the world?"

2. Canada's Relationship to the Third World

   - What are the major challenges facing the people of the Third World? How is Canada helping to meet these challenges?

TOPIC I: INTERDEPENDENCE OF CANADA

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

. recognize that Canada is an interdependent country, relying to a very large extent on foreign trade for its prosperity.
. recognize that the connections with the United States are a special aspect of Canada's relations with the world.
. recognize the significance of the 370 km offshore zone and its implications for Canada.
. recognize Canada's relations with the world through its role and involvement with: the United Nations, NATO, NORAD, and the Commonwealth.
. recognize Canada's "peacekeeping role" in the world.

Thinking and Research Skill Objectives. The students should be able to:

. read and interpret charts showing Canada's imports and exports.
. research Canada's reliance on the United States for security.
. investigate a variety of sources and report on specific examples where Canada has played an important peace-keeping role.

Attitude and Value Objectives. The students should be able to:

- . discuss the advantages and disadvantages of Canada's involvement in organizations such as the United Nations, NATO, NORAD, and the Commonwealth.
- . share their feelings about Canada's establishment of the 370 km offshore zone in 1976.

Social Participation Objectives. The students should be able to:

- . plan a group project which illustrates Canada's interdependence within the world.
- . plan a group project which might illustrate the results of "an all-out war" in the world today.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Note: Canada's Century (McGraw-Hill Ryerson Ltd.) is a suitable resource.

Topic I: Interdependence of Canada

- How is Canada interdependent in terms of world trade? How does this affect society?
- What is the 370 km offshore zone? What are the implications for Canada?
- What is Canada's role and involvement with: The United Nations, NATO, NORAD, the Commonwealth?
- What role does Canada play in "keeping peace in the world?"

Introduction

Note: The statement on p. 402 of Canada Today, or a similar statement, is a suitable introduction to this unit:

> Canada is just one compartment of the Spaceship Earth and cannot exist in isolation in the modern world. It has many ties with other compartments of the Spaceship.

. Have students examine the concept of interdependence.

- What does "interdependence" mean? (Compare your meaning with authoritative resources.)

- How are you, as an individual, interdependent? Illustrate with examples.
- Why would it be practically impossible to live completely alone without any dependence on any one else?
- Identify individuals or groups in society which try to live in greater isolation than most people. How does this affect their way of life?
- How is the interdependence of a country similar to that of an individual?
- What would be some of the consequences for a country to be isolated from other countries? Would it be possible to live in such a country? Why?
- As with individuals, countries choose the degree of interdependence as well as areas of interdependence. How does the interdependence of one country differ from that of another? Illustrate with specific examples. (Switzerland, for example, has chosen to remain neutral in time of war; China, until recently, has limited foreigners; USSR controls who can leave the country; many countries control trade through tariffs.)

Development

. Have students examine Canada's interdependence in the world as it relates to world trade.

- As background to this topic, help the students, through discussion, examine what trade is by having them recall trading personal articles; e.g., "my brooch for your ear-rings" "my cap gun for your rabbit's foot" or, in the world of sports, "my player card for yours." Just as people trade to obtain things they need or don't have, so do countries. When countries trade with each other, it is called foreign trade. When a country has a surplus of goods/resources it tries to trade these to other countries (EXPORTS). In return, the country will take money or goods/resources it needs to maintain its economic health (IMPORTS).
    - Examine and develop a definition for terminology, such as: exports, imports, balance of trade, foreign trade, standard of living, trade deficit, foreign investment, trade surplus, surcharge, markets, capital investment, continentalism, entrepreneur.
- Using Statistics Canada, Canada Yearbook, or material from textual resources, have individual students prepare in their notebooks, either in chart or bar graph form, an outline showing Canada's foreign trade (in dollars) over the most recent ten-year period for which statistics are available. In developing this outline, have the students show Canada's foreign trade with the United States, Great Britain, other Commonwealth countries and other countries. The purpose of this activity is to help students examine:
    - the relationship between exports and imports, as well as balance of trade, trade deficit, trade surplus;
    - the preponderance of trade with the U.S.;
    - an appreciation of the total volume of trade (in dollars).

In 1967, 1971, and 1976, the value of Canada's imports (millions of dollars) from the following countries was as follows (Source: Statistics Canada):

	1967	1971	1976
United States	8016.3	10944.0	25650.2
United Kingdom	673.1	837.3	1152.0
Japan	304.8	801.3	1524.1
Venezuela	276.3	387.7	1290.7
West Germany	256.9	429.4	817.6
France	130.8	213.1	438.8
Italy	110.3	157.5	365.3
Sweden	76.2	113.3	262.4
Switzerland	66.0	86.2	163.4
Netherlands	64.8	76.4	181.1
Belgium & Luxembourg	64.6	59.0	124.7
Australia	64.5	125.7	339.1
Hong Kong	51.0	80.2	284.6
Iran	33.2	66.6	695.6

In the same years, the value of Canada's exports (millions of dollars) to the following countries was as follows (Source: Statistics Canada):

	1967	1971	1976
United States	7079.4	11665.1	25784.0
United Kingdom	1169.1	1345.9	1852.6
Japan	572.2	789.3	2389.1
West Germany	178.0	314.3	706.0
Netherlands	176.4	232.3	447.8
Australia	156.2	180.0	362.2
Italy	141.4	207.6	550.5
India	140.6	142.4	154.5
U.S.S.R.	128.7	125.8	535.7
Belgium & Luxembourg	100.9	178.6	481.7
China	91.3	204.1	195.0
Norway	87.4	185.8	152.3
Venezuela	82.0	119.9	341.1
France	80.6	153.1	402.4

- Have the students make their own charts. Rank order each country in terms of value of imports/exports for each of tha three years indicated.

  - In 1967, which country was the leading buyer of Canadian exports? Did it keep this position in 1971 and in 1976? Why do you think this is so?
  - What important changes in ranking occurred between 1967 and 1976? Which countries have become much more important

customers for Canada? Which countries have become less important? Why do you think this is so?
    - The statistics indicate that Canada's trade with Japan increased dramatically between 1967 and 1976. Why do you think this is so? How might this affect Canadian's way of life?
    - Has Canada's trade with Russia also increased? If so, why do you think this is so?
    - India and China are large countries of the world, yet Canada's trade with them remains low. What do you think accounts for this?
    - Many other similar questions could be asked to help students understand Canada's interdependence in world trade.
- List items and products which are used by Canadians but come from another country (imports).
    - Which of the above items, if they were not available, would have a significant effect on life of Canadians?
    - Which of the items would you not like to be without?
    - What would be some of the consequences if Canada significantly curtailed the import of a specific item? Illustrate with examples.
    - Why is it important to stay on good terms with those countries from which Canada imports?
- Examine charts, graphs, maps or other sources and indicate the value or amount of Canada's exports.
    - What items does Canada export?
    - What would be some of the consequences if Canada could not export a specific item? Illustrate with examples.
- Have students imagine that the U.S. stopped buying goods from Canada, or conversely, stopped selling goods to Canada.
    - What might be some implications?
    - Brainstorm to find reasons why this might happen.
    - Where else might Canada look for customers? Which countries might want our products and be able to afford them? Why do you think it is unlikely that they could replace the U.S. as our main customer? (Consider factors such as: less wealthy, greater distance to transport, societal and cultural differences, etc.) How would you be affected? Would your way of life change?
    - Do you think Canada should make greater efforts to increase trade with Russia, China, East-European countries? Give reasons for your answers.
- Have groups of students research topics such as the following, and present their findings to the class.
    - Canada should decrease its trade with the U.S. and concentrate on developing its own resource industries.
    - Canada, as a nation, should declare itself as a free trade zone.
    - Canada should place severe restrictions on the importation of Japanese products, especially electronic products and automobiles.
    - Canada should protest Soviet aggression against other nations by refusing to sell wheat to the Soviet Union.
    - Canada should renounce the Canada-U.S. Auto Trade Pact.
    - Canada should close its borders to trade with all other countries in order to develop its own resources, create employment, improve our standard of living, etc.

. Have students examine the concept of "foreign policy."

- What does the term "foreign policy" mean?
- Why is it important for a country to have a foreign policy?
- A "foreign policy" of a country implies that the country has set goals relating to its relationship with another country or countries. These goals reflect the values of the government of that country, at that time.
    - What is a goal that a country might persue? (Give an example.)
    - In general, what is probably the most important value that a country would have in relationship to other countries?... the most important goal?

Note: A country, like a human being, has an instinct to survive. This means a country sees a need to "protect" itself. The degree of this "protection" varies from one country to another. Each country has, for example, a Department of Defence. Some nations do not have the means to protect themselves, so they seek some form of association with other nations. This association may result from a desire on the part of most nations to create a forum where major world problems might be solved diplomatically rather than militarily. Other associations of nations might be created in response to perceived or real aggression on the part of a powerful nation against smaller, weaker, neighbouring nations.

- A country's desire for survival implies the need to develop a system of security.
    - How true is the concept, "survival of the fittest," when applied to the countries (compartments) of the world? Illustrate with examples.
    - How do countries develop a system of security? (e.g. increase armaments; increase army, navy, airforce; form alliances; secure nuclear weapons.)
    - How do the foreign policies of countries differ in terms of security? Illustrate with examples.
- What factors influence the development of a foreign policy of a country? (Consider: geography, historical development, ideology, economic well-being, cultural "make-up.")
    - Examine how some of the above factors influence Canada's foreign policy.
    - How do countries implement their foreign policy? Illustrate with examples. (Consider: alliances, diplomacy, consulates, foreign aid, joining organizations to work cooperatively, treaties, trade agreements, etc.)
    - Examine why the foreign policy of a country is so important to human life today.

. Have students examine the implications for Canada of the 370 km offshore zone.

Note: Canada's relations with many nations have been formed because of an interest in the sea. The greatest fishing grounds in the world lie off Canada's east coast. As more and more fishing boats from around the world came to this area, fear was expressed about over-fishing. The Canadian government moved to protect what it claimed was a national resource.

- Using a large wall map of Canada, examine the 370 km offshore zone. The following points could be raised:
    - Canada has the world's longest sea-coast.
    - The greatest fishing grounds in the world are located in the Grand Banks area.
    - Fishing boats from all over the world have been coming to the Grand Banks to fish for over five hundred years.
    - As world population increased, demand for food from the sea also increased.
    - It seemed in Canada's best interests (and perhaps the world's) to protect its fishing areas from over-fishing, but how? What to do?

Note: Traditionally, a country owned all the sea within 5.6 km of its coast (territorial waters). Outside these limits were the "high seas" (international waters). This division was respected in international law.

    - As need for food grew and with the effects of technological changes, old laws were proving ineffective. Nations of the world were unable to agree on new laws of the sea.
    - Canada was becoming increasingly concerned about over-fishing--so decided to act on its own (foreign factory ships).
    - By 1970, Canada had extended both its territorial limits and fishing zones to 22 km and extended its Arctic coast zone to 185 km (oil spills, pollution).
    - By 1976, Canada had established its 370 km zone to protect coastal waters and fisheries.
- What does the 370 km offshore zone mean? Why was it established? (e.g., small Canadian operators could no longer compete, unemployment was created for Canadian fish plant workers, over-fishing occurring from foreign fishing boats, etc.)
- What are the implications for Canada?...for foreign countries?
- Ask the class to debate: "Is the 370 km zone good for Canada?"
    - Each student could write a letter to their M.P. or to the editor of their local paper stating their opinion on the 370 km limit. Letters could then be categorized for and against the issue.
    - Have the students discuss the advantages and disadvantages of the federal government's closing the fishing zones to all foreigners (issue no further licenses).
    - Students could be asked to do some problem solving, using the approach and problems as outlined in Canada Today, pages 480-482.

. Canada has chosen to become a member of the United Nations, NATO, NORAD, and the Commonwealth.

Note: Review with the students their understanding of Canada's involvement in World War II, and the desire of the leaders of the victorious nations in 1945 to prevent future wars. (This discussion could be tied in to why the League of Nations fell and why world leaders felt it imperative to create a stronger world body.) The result was the formation of the United Nations on October 24, 1945, and Canada was one of the fifty-one charter members.

With the students, discuss their understanding of developments in Europe immediately following the end of W.W.II, specifically in relation to Russia's expansionist policies in East Europe and the developing "Cold War" between the Soviet Union and "The West" (Canada, U.S.A., Britain, etc.). As mistrust developed and grew among nations of the world, it seemed necessary to form military alliances for protective purposes against perceived aggression on the part of some nations. Such concern led to the formation of NATO in 1948.

As the "Cold War" continued to heat up throughout the 1950s, both the Soviet Union and the U.S.A. continued to build up their military forces. More and more powerful bombs were being developed. Guided missiles to carry them were developed. (Review with the students the dropping of atomic bombs on Hiroshima and Nagasaki in 1945.)

As a result of these developments, the threat of guided missile attack from the Soviet Union on the North American continent became more acute. This concern on the part of Canada and the U.S.A. led to the formation of NORAD in 1958.

At one time, Great Britain controlled a huge world empire of which Canada was a part. The statement "The sun never sets on the British Empire" was literally true. However, after W.W.II the sun did set on the British Empire. Almost all of the lands which Britain held as colonies are now independent. Many of these independent nations decided to remain associated with Britain and to each other. Canada is still a member of the Commonwealth.

- Have students examine each of the above organizations through questions such as the following:
    - Where is the headquarters of the organization located?
    - Which countries are included in the organization?
    - What are the main purposes of the organization?
    - Briefly, how does the organization function?
    - Which countries appear to dominate the decision-making process of the organizations? In what way?
    - What contributions or achievements can be attributed to the organization?
    - What role has Canada played in the organization? Illustrate with examples.
    - What role should Canada play in each organization? (Group discussion and decision.)

Conclusion

. Have students examine the implications of a major war in the world today and the need to strive for peaceful solutions.

- What is war? Why does it occur?
- What are the implications of a modern nuclear war? (Examine the proliferation of nuclear weapons and the results of their use.)
- What role has Canada played in peace-keeping? Give examples.
- What should Canada's relationship be towards other countries?

TOPIC 2: CANADA'S RELATIONSHIP TO THE THIRD WORLD

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- identify the major challenges facing the people of Third World countries.
- describe examples of Canada's foreign aid to Third World countries to help to meet these challenges.
- identify the purpose of CIDA and CUSO.
- recognize some of the key goals that Canada is pursuing in foreign policy.
- identify issues that face Canada's foreign policy makers.

Thinking and Research Skill Objectives. The students should be able to:

- compare the way people live in Canada with the way people live in a Third World country.
- read and interpret charts and graphs showing Canada's foreign aid involvement.
- research and prepare reports on organizations such as CIDA and CUSO.

Attitude and Value Objectives. The students should be able to:

- share their views regarding Canada's present foreign aid to Third World countries.
- discuss important foreign policy issues facing Canada and suggest possible directions the foreign policy should take.

Social Participation Objectives. The students should be able to:

- organize, research and present a group report on Canada's involvement in a Third World country.

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

Topic 2: Canada's Relationship to the Third World
- What are the major challenges facing the people of the Third World? How is Canada helping to meet these challenges?

Introduction

Note: Develop a definition of the term "Third World." (See Canada Today pp. 468-469.)

. Have students examine some of the major challenges facing the people of the Third World.

- Using a large wall map of the world, identify and discuss countries belonging to the Third World.
  - Which countries belong to the Third World? Why?
  - What characteristics make these countries different from Canada (First World)?...the Soviet Union (Second World)?
  - What major challenges face the people of the Third World? (See Canada's Century, pp. 452-453.) Discuss these in class.
  - What conclusions do you draw when you compare Canada to a country of the Third World? (Consider: basic needs, government instability, health care facilities, over-population, educational opportunities, transportation facilities, etc.)

Development

. Examine Canada's foreign aid to countries of the Third World.

- To help the students examine why the underdeveloped countries need help in relation to Canada and to Canadians, share information such as the following with them.
(Reprinted with permission from Allan S. Evans and I. L. Martinello, Canada's Century, McGraw-Hill Ryerson Limited, 1978, pp. 452, 454.)

  - 900 million people in the world receive only half as much money as an average Canadian family gets from family allowance payments alone,

  - about half of all children alive today suffer from some form of malnutrition,

  - about 30% of all adults alive today cannot read nor write,

  - the average income for a person living in Haiti is about 1/35 of the average income in Canada,

  - Nigeria has one doctor for every 35,000 people. Canada has one for every 750 people,

  - a Canadian consumes about 2.3 kg of food per day; the average person in India consumes about 560 g of which 2/3 is rice,

  - in Canada about one child in forty dies before it is one year old; in South America and Asia the figure is one in ten,

  - on a per person basis, the developed countries consume twenty-five times the resources that underdeveloped countries use,

- about 20% of the world's population enjoy about 80% of its income,

- in 1977 the world spent about $300 billion on military (war) items; this is twenty-six times as much aid as was sent to underdeveloped countries.

- What is foreign aid?
- How much foreign aid does Canada give to needy countries of the world? Is this reasonable? Why?
- What is the purpose of the Canadian International Development Agency (CIDA)?...Canadian University Service Overseas (CUSO)?
    - Do some research on these two organizations to find out more about how they function and about what they have done. (Report your findings.)
    - Identify and evaluate ways in which Canada could help Third World countries ("North-South Dialogue").
- Do you think that you as individuals could be doing something to help Third World countries meet some of their challenges? (This question should lead to a discussion on Foster Parents' Plan, CARE, UNICEF, charitable donations, etc.)

Conclusion

. Identify and examine the main issues facing Canada's foreign policy makers today.

- What are some decisions facing Canada's foreign policy makers? What are the implications? (Have students, in groups, choose and examine an aspect of Canada's foreign policy and draw up recommendations to the policy makers.) The following areas are suggestions:

    - defence (size of the military forces, involvement with NATO, NORAD, acquisition of military weapons, etc.)
    - nuclear disarmament
    - degree of involvement with agencies of the U.N.
    - direction of organizations such as CIDA, CUSO
    - 370 km offshore zone
    - relationship with powers such as the U.S.A., USSR, China
    - foreign aid to the Third World
    - relationship with a specific region of the world

Additional Activities (Optional):

. Research an organization in your area, or one of which you have heard, that is involved in helping people of the Third World and prepare a report of your findings.

. Investigate the dangers of a war which includes nuclear bombs. Prepare a project or presentation.

. Collect newspaper and magazine articles that relate to Canada's foreign policy. Organize them and place them into a scrap book. Comment whether you agree or disagree with what is happening.

. Watch the news on television for a period of one week and prepare a short report each day on Canada's involvement in the world. Share your observations with the class.

. Organize and plan a group project on an agency of the U.N. Focus basically on what it's activities.

. Write a short essay or prepare a presentation on a problem facing the Third World. Suggestions include:
  - food
  - human rights
  - education
  - poverty
  - over-population
  - transportation
  - shelter

. Organize a visit to one of the agencies that concerns itself with the Third World issues. Share your experience with the class.

  e.g. - Canadian Red Cross Society
  - I.D.E.A. Centre
  - Manitoba Council for International Co-operation
  - United Nations Association in Canada
  - U.N.I.C.E.F.

UNIT V CANADA IN THE FUTURE

UNIT V OVERVIEW

This unit encourages students to probe/speculate about what Canada's near future might be like and to examine the role of the individual in that society. The unit also encourages students to speculate about Canada's future role in the world and the implications this may have for Canada.

UNIT V TOPICS AND FOCUSING QUESTIONS

1. Society in the Future

   - What might Canada have to offer individuals in the future? What implication might this have on individuals and/or society?
   - What might be Canada's future role in the world? What implications might this have for Canada?

TOPIC 1: SOCIETY IN THE FUTURE

TOPIC OBJECTIVES

Knowledge Objectives. The students should be able to:

- . speculate about what the future in Canada (10 to 50 years from now) might be like and the implications for that society.
- . recognize that they have an important role in the society of the future.
- . speculate about and identify some anticipated changes the world might undergo during the next 25 years, and speculate about what implications this might have for Canada.

Thinking and Research Skill Objectives. The students should be able to:

- . gather and research sources which describe "future society."

Attitude and Value Objectives. The students should be able to:

- . discuss the implications of anticipated changes for a future society.
- . predict some of the major issues facing the world of the future, and the implications this might have for Canada.

Social Participation Objectives. The students should be able to:

- . plan and prepare reports, presentations, role plays, etc., on "life in a future society."

SUGGESTED TEACHING STRATEGIES, LEARNING ACTIVITIES AND QUESTIONS

. A suggested resource (among others) is The Futurist magazine, available from: World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814 U.S.A.

Topic I - Part A: Society in the Future

- What might Canada have to offer individuals in the future? What implication might this have on individuals and/or society?

Introduction

- "The future is important to all of us, particularly since it is where we will spend the remainder of our lives." (from Technology and Change: The Crises in Canadian Education, p. 10)

- The above quotation can be used to introduce the importance of the future.

    - Examine "the future." What is it? Why is it important to give it some attention?

Development

. Have students speculate on what society might be like 10 to 50 years from now and explore the implications for individuals living in such a society. Have students in groups (or individuals) explore one or more areas. Discuss in class. The following chart may be helpful.

Area of Exploration	Anticipated Changes	Implication for Future Society
i. Communication: e.g., telephone, television, electronic mail, books, newspapers, magazines, weather forecasting, law enforcement, crime prevention, individual privacy, knowledge, international relations, etc.		
ii. Transportation: e.g., short distances, long distances, space, etc.		
iii. Industry: e.g., workplace, new inventions, mechanization, automation, cybernation, etc.		

Area of Exploration	Anticipated Changes	Implication for Future Society
iv. Economics: e.g., banking, marketing, shopping in supermarkets, careers, forms of energy, etc.		
v. Medicine: e.g., new inventions, techniques, advances, ageing population, transplants, etc.		
vi. Military: e.g., weapons, spying, knowledge about other countries, security, etc.		
vii. Science: e.g., cable, microelectronics, satellites, fibre optics, etc.		
viii. Recreation/Entertainment: e.g., video entertainment, libraries, leisure time, etc.		
ix. Environment: e.g., urbanization, food/agriculture supply, pollution, new environments, etc.		
x. Space: e.g., use, developments, living, etc.		
xi. Computers: e.g., in transportation, communication, industry, medicine, education, information, citizen involvement in government decisions, electronics, etc.		

Conclusion

. Try to direct students to a conclusion of what life might be like for them if and when they join the work force. For what should they be prepared? What will be their role?

Topic I - Part B: Society in the Future

- What might be Canada's future role in the world? What implications might this have for Canada?

Introduction

. Have students speculate and identify some of the anticipated changes that the world might undergo during the next 25 years or so.

- What changes are anticipated in the world in such areas as:

  - population numbers, distribution
  - food supply
  - urbanization
  - trade
  - alliances
  - Third World demands
  - technology
  - power structure
  - energy
  - other

Development

. Have students explore Canada's future role in the world and speculate on the implications that has for society in Canada. Have students, in groups, explore one or more areas and share their findings with the class.

The following chart may be helpful.

Area of Exploration	Speculated Changes	Implications for Canada
i. Trade		
ii. Alliances/Organizations: U.N., NATO, NORAD, OAS, OPEC, CIDA, CUSO, etc.		
iii. Relationship with other countries: - U.S.A. - Other countries of First World - Countries of Second World - Countries of Third World		

Area of Exploration	Speculated Changes	Implications for Canada
iv. Increasing world population		
v. Immigration		
vi. Energy		
vii. Multinationals		
viii. Technology		
ix. Conflict/Security		
x. Other		

Conclusion

. Direct students to speculate what might be major world issues of the future (25 - 50 years from now) and how Canada might react to them.

Discuss these in class.

SUGGESTED LEARNING RESOURCES

PREFACE

The learning resources, identified by the Social Studies Materials Selection Committee, have been selected to provide support materials for teachers and students. These resources are not intended to be comprehensive; revisions and additions will be made on an on-going basis.

Where possible, the selections have been matched with particular units. However, they are generally applicable to a specific aspect of each unit, rather than to the unit as a whole.

Some materials can be used at various levels and for different units. Reading comprehension, concept level, and overall format were considered for each grade level.

The learning resources are identified in four categories.

TEACHER RESOURCE

These titles are bibliographical, professional teacher publications, or may provide general informational background for the unit or topic. The reading level would be advanced for the grade level.

STUDENT RESOURCE: GENERAL

These titles provide basic information that may not be contained in the primary text sources. Most students at the grade level should be able to read and comprehend the printed text.

STUDENT RESOURCE: ENRICHMENT

These titles provide additional depth of conceptual and creative content coverage, which may be at a more advanced reading level than the primary source titles. Generally, the title will emphasize an integrated approach.

STUDENT RESOURCE: REMEDIAL

These titles are written at reading levels that should provide remediation in comprehension, conceptual understanding, and skills for children who require study in these areas.

Consult the following titles for additional ideas for resources. These titles have been distributed to all schools; please check your school library or the Department of Education Library.

In Search of Canadian Materials

Published annually since 1977 by the Manitoba Department of Education, this bibliography identifies titles for all subject areas. Annotations and suggested reading levels are included.

Native Peoples: Department of Education Resources Pertaining to Indians, Inuit, and Metis

This is an annotated bibliography of materials located in the Department of Education's library collection. Grade levels are noted next to the annotations (Manitoba Department of Education, 1982).

UNITS I - V

STUDENT RESOURCES: GENERAL

Atlas of Canada. Reader's Digest Association, 1981.

The bilingual maps in this Canadian Atlas are derived from those prepared from the Canada Gazetteer Atlas by the Surveys and Mapping Branch, Energy, Mines and Resources Canada. The format involves four parts: 1) Thematic - principal themes of Canada's geology, geography, history, society, and economy; 2) Facts about Canada - a compendium of basic knowledge; 3) Maps of Canada; 4) Gazetteer Index to Maps.

UNITS I - III

STUDENT RESOURCES: GENERAL

Introduction to Our Canada. National Film Board, no date.

Four filmstrips with cassettes. No guide.

The topics include geography, government, Native people and history. Most frames are photographs rather than line drawings, and there are several clear sample maps. The series gives a good general survey.

UNITS II - V

TEACHER RESOURCES

Doughty, Howard A., and Skidmore, Darrel R. Canadian Studies: Culture and Country. Wiley Publishers of Canada, Ltd., Toronto, 1976

This book, along with Volume I, Canadian Studies: Self and Society, constitutes a text for the grade nine Canadian Studies course. There is no section on the geographical framework of Canada. The publication date of 1976 creates a problem of currency as charts and graphs contain only 1971 census statistics. Charts, graphs and illustrations are well presented.

Evans, A. S., and Martinello, I. L. Canada's Century. Toronto: McGraw-Hill Ryerson Ltd.,1978.

This 472-page text contains the following units: The Government of Canada; The Law; Canada 1867-1945 An Overview; English-French Relations; Canadian-American Relations; Canadian Foreign Policy and Who Are We?

Morton, T., and McBride, J. A Teachers' Resource Book to Look Again - The Process of Prejudice and Discrimination. Vancouver: CommCept Publishing Ltd., 1977.

This 58-page soft cover title suggests strategies and activities to accompany the student title--Look Again.

Munro, Iain R., Doughty, Howard A., and King, Alan J. C. Canadian Studies: Self and Society. Wiley Publishers of Canada Ltd., Toronto, 1975.

The book with the second volume (see above) has been designed as a text for a Canadian Studies course. It does not contain a unit on the geographic framework. The publication date of 1975 creates a problem of currency. Graphs, charts and illustrations are well presented.

STUDENT RESOURCES: GENERAL

Morton, T., and McBride, J. Look Again - The Process of Prejudice and Discrimination. Vancouver: CommCept Publishing Ltd., 1977.

This 90-page soft cover book provides readings and activities which enable students to assess the issues of perception, prejudice, discrimination, segregation, expulsion, extermination, cultural differences and competitive situations. Each section concludes with a summary to encourage further study.

UNIT I: CANADA'S PHYSICAL ENVIRONMENT

TEACHER RESOURCES

Kemball, W. G. Canada and the World: Book I - A Guide to Using the Canadian Oxford School Atlas. Oxford University Press, 1980.

This atlas guide reviews basic geographical skills, using Canada as the prime example. Additionally, it addresses Topics 1 and 2 in Unit I with activities based on excellent diagrams--simple, clear and precise.

STUDENT RESOURCES: GENERAL

Kemball, W. G. Canada and the World: Book I - A Guide to Using the Canadian Oxford School Atlas. Oxford University Press, 1980.

See Annotation Unit I: Teacher Resources

Roberts, Barbara. The Immigration Experience. National Film Board of Canada and National Museum of Man, 1980.

six filmstrips, six cassettes, guidebook.

Designed for grades 6 to 12, the language is simple, and the pictures clear. Some of the frames, expecially in the introductory filmstrip "A New Beginning" and in "the Shows of Midnopore," are artists' coloured conceptions, but are historically accurate. "Flight from Famine" is done in a nineteenth-century woodcut style. The last three filmstrips on the Japanese, the Ukrainians and on Toronto are all black and white photographs. The narration in the accents of the countries of origin makes the accounts more realistic.

Mosaic of Manitoba. Instructional Media Services. Manitoba Department of Education, 1979.

This multi-media kit contains:

- five filmstrips with accompanying narration on three cassettes about the following ethnic groups:

  1. British
  2. Ukrainian
  3. German
  4. French
  5. Native Indian

- five booklets: "Ukrainian Culture"
  "Ukrainian National Customs, Festivals and Rituals"
  "Popular Ukrainian Recipes"
  "Die Deutsche Kuche"
  "Folk Festival Fare" a recipe book from Folklorama

- one pamphlet: Museums in Manitoba - 1978 (A guide to over 100 museums.)

- one teacher's guide

This kit examines the contributions of Manitoba's five largest ethnic groups in the areas of food resources, religion, festivals and ceremonies, and meal patterns. It compares differences and similarities in the meal patterns of the five groups in their place of origin and in Manitoba.

STUDENT RESOURCES: ENRICHMENT

Creative Canadians. National Film Board of Canada, no date.

12 filmstrips, 12 cassettes.

Personalities: Bruno Gerussi, Goodridge Roberts, Frances Hyland, Leo Chevalier, Joyce Wieland, W. O. Mitchell, Lucy Maud Montgomery, Margaret Laurence, Peter Pitseolak, Gerald Roach, Karen Kain, Pauline Johnson

A wide variety of different personalities and arts are represented: artists, writers, actors, designers. Some tell their own stories (Bruno Gerussi, Karen Kain, W. O. Mitchell); others are no longer living and are portrayed by narrators. Most are late twentieth-century figures. There is good quality and variety in the frames which are mostly colour photographs, some reproductions of paintings, some black and white old photographs. There is a good cross section of ethnic and regional figures.

Crises and Change: A History of English-French Relations in Canada. McIntyre Educational Media, 1981.

The kit contains five filmstrips with accompanying cassettes and narrative guide. The guide contains background notes and suggests subjects for discussion and research for each topic.

The topics are:
1. The Crisis of the Conquest
2. Political Conflict and Confederation
3. The Crisis of Louis Riel
4. Canada, the Empire and Conscription
5. The Quiet Revolution and the Rise of the Parti Quebecois

The material highlights major events related to each topic and, therefore, is suitable for preview or review purposes.

Home of the Beaver. National Film Board, 1979.

The material emphasizes the origin of the beaver as a national emblem of Canada: its use by people, its religious and economic significance, and its importance in the development of Canada. Frames are photographs of original drawings and artifacts.

Land of the Maple Leaf. National Film Board, 1979.

filmstrip, cassette.

This production traces the development of the Maple Leaf as a symbol of Canada, beginning with how the Woodlands Indians and the French habitants used the sugar maple tree. Frames are historical; i.e., they are original scenes and artifacts rather than artists' conceptions.

Yesteryear in the Lardeau. National Film Board, 1979.

three filmstrips, three cassettes, three guidebooks, song sheet, map, seven photographs.

Two narrators play the parts of Mattie Gunerman (pioneer woman) and Fred Lade (14-year-old-boy), pioneers in the Lardeau, a mining region in the Kootenays of southeastern British Columbia. Two filmstrips consist of black and white photographs, and the third of black and white drawings. Narration is simple and interesting.

UNIT II: CANADIAN IDENTITY

TEACHER RESOURCES

Immigration and Multiculturalism: A Decade to Review. Ontario Ministry of Culture and Recreation, Vol. 10 #3, Summer, 1979.

STUDENT RESOURCES: GENERAL

Multicultural Canada Series. Van Nostrand Reinhold.
Andrews, Allen. The Scottish Canadians (1981).
Burke, Marguerite V. The Ukrainian Canadians (1978).
Flint, Joanne. The Mennonite Canadians (1980).
Ito, Roy. The Japanese Canadians (1978).
Mastrangelo, Rocco. The Italian Canadians (1979).

The series provides an excellent, in-depth study of different cultural groups, their problems, their achievements and their prospects. Illustrations are apt and some of the suggested activities and questions are excellent research topics.

Doughty, Howard A. Canada: Origins and Options - British Roots. Wiley Publishers of Canada Ltd., 1978.

This volume examines the British role in Canadian historical development and, as such, has some application to the multicultural aspect of the course. Chapter 6, on The British Inheritance, is most helpful. No questions or activities suggested.

--------. Canada: Origins and Options - The First Canadians Wiley Publishers of Canada Ltd., 1978.

This volume of the series documents the Native contributions to the Canadian multicultural framework. The last two chapters--Contemporary Problems and Native Society in Transition--are particularly applicable to the unit. No questions, suggestions or activities given.

Munro, Iain R. Canada: Origins and Options - Immigration. Wiley Publishers of Canada Ltd., 1978.

This volume of the series deals with immigration. It details the background of Canada's policy to the present day. As with the other volumes, there are no suggested activities or questions.

Wood, Dean, and Remnant, Robert. The People We Are: Canada's Multicultural Society. Gage Publishing Ltd., 1980.

This is a textbook approach to multiculturalism and is very thorough and detailed. However, the method of presentation lacks variety in illustrations, activities and exercises.

STUDENT RESOURCES: ENRICHMENT

Angus, Terry, and White, Shirley. Canadians All 1: Portraits of Our People. Methuen, 1976.

This is Part One of a three-part series of brief biographies of Canadians from all walks of life. The series will add depth and interest to several of the topics in the grade nine course.

--------. Canadians All 2: Portraits of Our People. Methuen, 1979.

This is Part Two of a three-part series of brief biographies of Canadians from all walks of life. The series will add depth and interest to several of the topics in the grade nine course.

Kahn, Charles, and Kahn, Maureen. Canadians All 3: Portraits of Our People. Methuen, 1979.

This is Part Three of a three-part series of brief biographies of Canadians from all walks of life. The series will add depth and interest to several of the topics in the grade nine course.

Canadiana Scrapbook Series. Prentice-Hall, Ltd.

The following titles establish an 'identity' for each era depicted, which may or may not be prevalent still in today's Canadian society. Historical in focus, the titles are interdisciplinary in design. A Teacher's Guide and Student Skillbook are available for these large, scrapbook-format titles. The series could also be used at the grade six and grade eleven levels.

Bondy, Robert J., and Marrys, William C. The Confident Years: Canada in the 1920's (1978).
--------. Years of Promise: Canada 1945-1963 (1980).
Brown, Graham L., and Fairbain, Douglas H. Pioneer Settlement in Canada 1763-1895 (1981).
--------. A Nation Beckons: Canada 1896-1914 (1978).

Dicks, Stewart K. A Nation Launched: Macdonald's Dominion 1867-1896 (1978).
--------. Les Canadiens The French in Canada 1600-1867 (1980).
Mcnill, Paul. The Depression Years: Canada in the 1930's (1979).
Santor, Donald M. Canadians at War 1914-1918 (1978).
--------. Canadians at War 1939-1945 (1979).
Santor, Donald M., and Dicks, Stewart K. The Great Klondike Gold Rush 1896-1904 (1978).

UNIT III: THE CANADIAN SOCIETY

TEACHER RESOURCES

Doughty, Howard A. Canada: Origins and Options - Our Legal Heritage. Wiley Publishers of Canada Ltd., 1978.

> This volume of the series has limited classroom use because two-thirds of the book deals with the historical development of our legal framework. The law, as it exists today, receives minor treatment.

Evans, Allan S., and Moynes, Riley E. People, Technology and Change. McGraw-Hill Ryerson, 1980. 183pp.

> This book examines the historical aspects of technological change in Canada and the United States, how this has affected contemporary society and its implications for the future. The multidisciplinary approach illustrates technological change by focusing on a boom time (the 1920s) and a bust time (the 1930s). Many activities and questions are included.

Kahn, Charles, and Howard, Richard. Government and You. McClelland and Stewart, 1979.

> The book examines the political process in Canada from a governmental and legal point of view. Case studies and examples are particularly helpful.

Lesser, Barry, and Roald, Bruce. Canadians and Their Economy: Today, Yesterday and Tomorrow. Lighthouse Publications, 1982. 82 pages.

MacLean, Eleanor. Between the Lines. Deveric, 1981. 296 pages.

> This book deals with the topic of analysing bias and propaganda. Its value in curriculum use is in the examination of propaganda as a facet of the technological stresses in Canadian society.

Morton, Desmond. Labour in Canada. Grolier, 1982.

Thexton, James D. Made in Canada: Economics for Canadians. Oxford University Press, 1981.

This is a text for an entire course on Economics, so its detail precludes classroom use. However, case studies, examples, illustrations, charts and graphs are excellent for use at teacher discretion.

Canada's Economy: An Activity Approach. Ontario Institute for Studies in Education, 1982.

A Teacher's Guide is also available.

STUDENT RESOURCES: GENERAL

Botting, Dwight, Gerard, Dennis, and Osborne, Ken. The Technology Connection: The Impact of Technology on Canada. CommCept Publishing Ltd., 1980.

Using case studies, the book defines and examines technology and its implications for the future.

Doughty, Howard A. Canada: Origins and Options - Our Legal Heritage. Wiley Publishers of Canada Ltd., 1978.

See Annotation Unit III: Teacher Resources

Kahn, Charles and Howard, Richard. Government and You. McClelland and Stewart, 1979.

See Annotation Unit III: Teacher Resources

Skidmore, Darrel R. Canada: Origins and Options - You and Your Government. Wiley Publishers of Canada, Ltd., 1978.

The volume of the seven-part series on Canada adequately covers Unit III, Topic I of the Canadian Studies course. However, it does not contain any activities, suggestions or questions for student work.

Government in Canada. McIntyre Educational Media Ltd. Produced by National Film Board of Canada, 1978.

This is a series of six filmstrips on Canadian Government, captioned, with no guide, teacher's manual or suggested activities. The titles include:

- Constitutional Development
- Local Government
- Federal Government
- Parties and Elections
- Parliamentary Government
- Provincial Government

Each filmstrip is approximately 50 frames in length and employs photographs, charts and cartoon illustrations.

STUDENT RESOURCES: ENRICHMENT

Evans, Allan S., and Moynes, Riley E. People, Technology and Change. McGraw-Hill Ryerson, 1980.

See Annotation Unit III: Teacher Resources

Ray, Janet. Towards Women's Rights. Grolier Ltd., 1981.

The text examines the struggle of women to attain legal rights within the Canadian context. It does not examine the ongoing struggle but ends after World War II.

STUDENT RESOURCES: REMEDIAL

Lambie, C., and Watson, P. The Canadian Worker. Nelson, 1974.

This 50-page book looks briefly at Canadian workers from a modern and historical perspective. Case studies illustrate both contexts. Easy to read and understand, the title reinforces one of the main components of Canada's technological society--the worker.

UNIT IV: CANADA AND THE WORLD

TEACHER RESOURCES

Gauley, R., and Wood, R. (Eds.). Technology and Change: The Crises in Canadian Education. McClelland and Stewart, Ltd., 1975.

Skidmore, D. R. Canada: Origins and Options - Canadian American Relations. Wiley Publishers of Canada Ltd., 1979.

This title of the series provides useful background information on the history of Canadian/American relations as well as on the present state of the relationship.

UNIT V: CANADA AND THE FUTURE

TEACHER RESOURCES

Tooke, Moyra (Ed.). Oceans and Outer Space. Teachers Press Ltd.

This 39-page book deals with two societal changes: the "Oceans Question" and the problems of "Governing Outer Space." The materials are in the format of articles, letters and excerpts. The Teacher's Guide provides questions and methodology. Additional materials are provided from the publisher.

Excellent materials. Can also be useful at higher levels: grades 10, 11, or 12.